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DEVELOPMENT OF COMPANY/BATTERY
MANAGEMENT ASSESSMENT APPROACHES

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Garrison/administrative requirements consume a large portion of the work day of Army units thus limiting the time available for training. This report describes one part of a research project which had as its goal to increase the amount of time available for training by minimizing the time it takes units and key leaders to fulfill garrison/administrative responsibilities. The purpose of the research reported here was to develop an evaluation methodology for analyzing the usefulness of garrison management procedures designed to minimize the time spent on —

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20. garrison/administrative activities. The report describes the evaluation methodology development. Two samples of Army officers (N=113; grades 0-1 through 0-6) were interviewed to establish a list of unit performance indicators. The resulting list of 18 indicators covers the areas of training, management, personnel, and job performance.

In addition, a systems model of organizational functioning was constructed which provides a basis for developing management process indicators and for delineating the relationship between input, process, and performance. The organizational model was created to facilitate the development of both the evaluation model and the experimental management systems.

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The Monterey Field Unit has as its primary mission execution of research to improve training in units. The Unit Training Programs (UTP) Team has concentrated over the past several years on the unit training environment.

Unit training is today governed by the Battalion Training Management System (BTMS). The UTP Team conducted the research and development underlying the BTMS for the Army Training Board (proponent for unit training management) during the period 1975 through 1978. A field test of the prototype BTMS held during 1978 demonstrated that a hostile training environment could easily frustrate any training management system. At the request of DCSOPS Training, FORSCOM DCSOPS, and the Army Training Board, research was conducted from 1979-82 to determine how to improve the unit training environment.

This report describes a methodology which was developed to enable evaluation of the effectiveness of garrison management innovations, where the innovations generally aim at more efficient use of time.

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DEVELOPMENT OF COMPANY/BATTERY MANAGEMENT ASSESSMENT APPROACHES

BRIEF

Requirement:

Garrison/administrative job requirements consume a large portion of the work day of officers and NCOs thus limiting the time available for combat training -- the primary peacetime mission of the U.S. Army. This report describes one part of a research project which had as its goal increasing the amount of time available for training by minimizing the time it takes units (Infantry Companies and Field Artillery Batteries, in particular) to fulfill garrison/administrative responsibilities. The purpose of the research reported here was to develop a methodology for comparatively evaluating experimental unit management procedures. The methodology is also expected to be useful for designing comprehensive sets of experimental management procedures, or, systems.

Procedure and Findings:

A sample of 12 Army officers (battalion commanders, battalion staff officers and company/battery commanders) was interviewed to identify important indicators that can be used to evaluate the performance of companies and batteries. Based on these interviews, a list of performance indicators was developed and presented to a second sample of officers (N=101; grades 0-1 through 0-6) in command and staff positions in a division, and in the Forces Command Headquarters. A list of 18 performance indicators was judged complete and sufficient for company/battery performance evaluation by the sample. The 18 indicators fall into four categories: 1) Training - ARTEP performance, collective training, SQT performance, individual training, and physical readiness training; 2) Personnel - personnel appearance, personnel utilization, AWOL rate, unfavorable personnel actions, re-enlistment rate; 3) Management - maintenance, security of weapons and documents, appearance of unit area, supply management, IG results; and 4) Job Performance - communication (administrative through the chain of command), execution of SOPs, and accomplishment of assigned tasks, details, etc.

In addition, a systems model of organizational functioning was constructed (including primary input, process, output and environmental factors) which provides a basis for developing management process indicators and performance indicators.

Utilization of Findings:

The research summarized here makes possible the development of a model relating performance indicators to management process dimensions, with applicability in a variety of settings. Further, the methodology provides a potential tool for enhancing communication within the organizational unit.

In addition, the multi-dimensional evaluation method described can be used in other research. This methodology can take into account the pertinent dimensions for assessing any unit's overall management performance or for assessing specific process or performance areas, and, as such, it offers a good research tool.

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CHAPTER ONE
INTRODUCTION

BACKGROUND

The management system evaluation methodology discussed in this report is part of a larger study designed to help commanders handle their garrison/administrative work more efficiently, thereby allowing them to concentrate more attention on combat training requirements.

Several coordinated research efforts were conducted to provide information from which new management approaches could be developed and evaluated. First, the missions and activities required of companies and batteries by regulation, SOP, etc., were catalogued (Giesler, Harden, Best, & Elliott, 1979).

Second, this compendium of required missions and activities was used to develop questionnaires and structured interview and observation guides which were used to document the actual missions and tasks performed by commanders and other key personnel. The report by McCluskey, Scott, Tokunaga, Giesler, & Whitmarsh (1980) contains a detailed discussion of these missions and tasks.

Third, a methodology to evaluate the new management strategies was developed. This report desribes the development and initial testing of the evaluation methodology. The evaluation methodology, addresses the most relevant unit performance evaluation dimensions as determined from key people in the Army System.

A fourth component of the new management approaches is an explication and assessment methodology of company/battery management process (as distinguished from management results). The critical development of this fourth component is also discussed in this report.

The four sources of information discussed above feed into the new management approaches as illustrated in Figure 1.

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┌──────────┐  ┌──────────┐  ┌────────────┐  ┌────────────┐
│ Official │  │  Actual  │  │ Management │  │            │
│ Missions │  │ Missions │  │Performance │  │ Management │
│   and    │  │   and    │  │ Evaluation │  │  System    │
│  Tasks   │  │  Tasks   │  │ Dimensions │  │  Process   │
└──────────┘  └──────────┘  └────────────┘  └────────────┘
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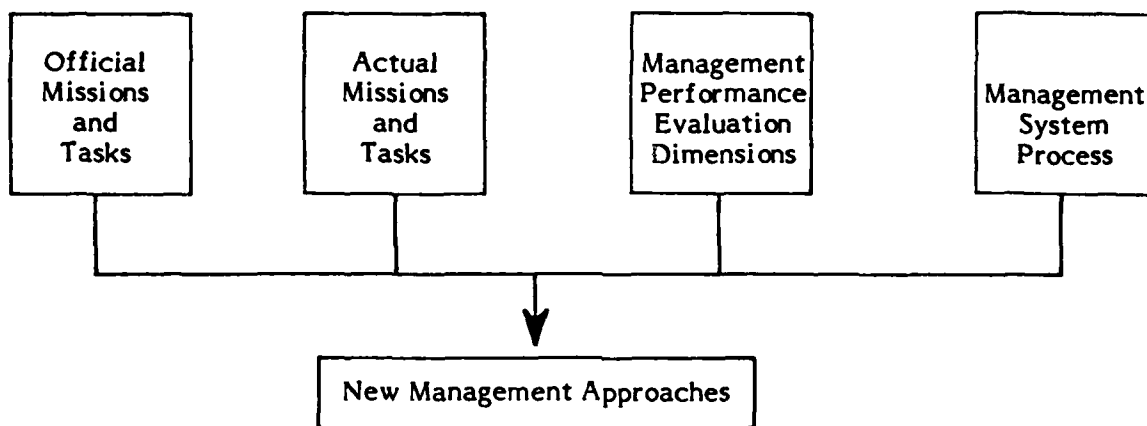
FIGURE 1: SOURCES OF INFORMATION FOR DEVELOPMENT OF
NEW MANAGEMENT APPROACHES

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ORGANIZATION OF REPORT

This report will present the concept and rationale for incorporating the sources of information shown in Figure 1 into a methodology for designing new management approaches, and for designing the corresponding evaluation methodology.

The report is organized into six chapters. Chapter Two presents tasks actually performed by Army Companies and batteries and the resulting implications for possible evaluation techniques and management innovations. Chapter Three presents the criteria for developing an evaluation methodology. A model of organizational functioning is presented in Chapter Four. Chapters Five and Six present the methodology and results of the initial steps of evaluation development. The Epilog discusses possible constraints of the military system for the next research steps and the implications of developing new management systems. Appendix A presents the questionnaire used to collect task data. Appendix B is a chart of the process definitions to be used while developing management evaluation strategies.

CHAPTER TWO
UNIT TASKS

The objective of the project was to design management strategies which would increase the amount of time available for combat training by reducing time spent on non-combat requirements. One approach to implementing change in the management system is to examine actual tasks, of the unit and select certain ones to determine if they can be accomplished more efficiently. Since time is the resource of major interest in this study, i.e., time saved from garrison/administrative duties, time-consuming requirements were selected as the prime candidates for examination. These requirements, if streamlined, provide the greatest potential impact on overall time savings.

The project staff first surveyed unit members regarding time spent on and importance of broad unit missions. Secondly, the same information was collected regarding individual activities. The third step was to focus on task level data. This process of successive refinement served to ensure that the new management strategies addressed areas of real concern to the unit. Table 1 shows the sample sizes for each data collection phase.

Information regarding how time was spent on tasks was collected through both questionnaires and observations. Questionnaires were used as an easy and inexpensive method of collecting information while observations were used to check the accuracy of the questionnaire data.

Questionnaire Responses

A sample of 163 jobholders, representing various types of combat units and key duty positions, responded to the questionnaire at the 7th Division (see Appendix A for a copy of the form). The objectives of the questionnaire were to determine: (1) specific tasks performed by each jobholder; (2) the amount of time spent on each task; (3) the extent and nature of time spent on each task; and (4)

TABLE 1: SAMPLE SIZES FOR EACH DATA COLLECTION PHASE

DATA COLLECTION PHASES	Number of Personnel by Type of Unit				
	Rifle Company	Combat Support Company	Firing Battery	Service Battery
Unit Missions Questionnaires	14	11	21	21
Individual Activities Questionnaires	52	19	28	8
Individual Job Tasks Questionnaires	50	31	75	7
Individual Job Tasks Observations	134	37	86	36

those tasks or parts of tasks which could be performed by civilians in order to free soldiers for combat training. The questionnaire responses were used to produce lists of time-consuming job tasks. These rankings were based on the amount of time that key personnel in each of four key duty positions said they spent performing the tasks.

The tasks were divided into two major categories: garrison and combat. The garrison tasks were then categorized into six areas: Administration, Tests/Inspections/Evaluations, Taskings, Maintenance/Support, Schools, and Training.

The 7th Infantry Division uses a "cycle" system for scheduling each unit's time. Support Cycle is defined as the period when most of a unit's time is spent on support for the garrison, such as on guard duty. The Training Cycle is when most of a unit's time is used for combat training. Mission Support is the cycle during which as much combat training as possible is done, but a unit is available for support.

The data demonstrated little variation among the cycles. Those tasks which the sample perceived as consuming a large amount of time (High Time tasks) are, for the most part, identical for each cycle. The distribution of High Time tasks by subdivision within each cycle can be found in Table 2 and is graphically displayed in Figure 2. The area subdivisions in Table 2 were considered separately. The percentages represent the number of High Time tasks in comparison to the number of total tasks within each subdivision. For example, of the 337 administrative tasks, 7 (2%) were rated as High Time during the support cycle.

Maintenance/Support is the area which contains the greatest percentage of High Time tasks. This trend follows the pattern set by the mission and activity data. Conversely, unlike previous data, the area of training shows the next largest number of High Time tasks; this is true during the support and mission support cycles, as well as during the training cycle.

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TABLE 2: PERCENTAGE OF HIGH TIME TASKS BY SUBDIVISION WITHIN EACH CYCLE

AREA/DEFINITIONS	SUPPORT CYCLE	TRAINING CYCLE	MISSION SUPPORT CYCLE
Administration: Unit functions connected with requirements in a garrison environment. 337 tasks	2%	2%	2%
Tests/Inspections/Evaluations: Forms of assessment and evaluation for which a unit must be involved. 45 tasks	5%	5%	5%
Taskings: Tasks performed by a unit in response to higher echelons; commanders; special unit assignments. 23 tasks	4%	4%	4%
Maintenance/Support All unit activities required to maintain unit equipment. 38 tasks	18%	18%	18%
Schools: All on-duty military and civilian schools. Assignment of individuals to these schools is CO's responsibility. 14 tasks	0%	0%	0%
Training: Activities which provide information essential to proper military performance of garrison/administrative activities. 62 tasks	7%	11%	8%
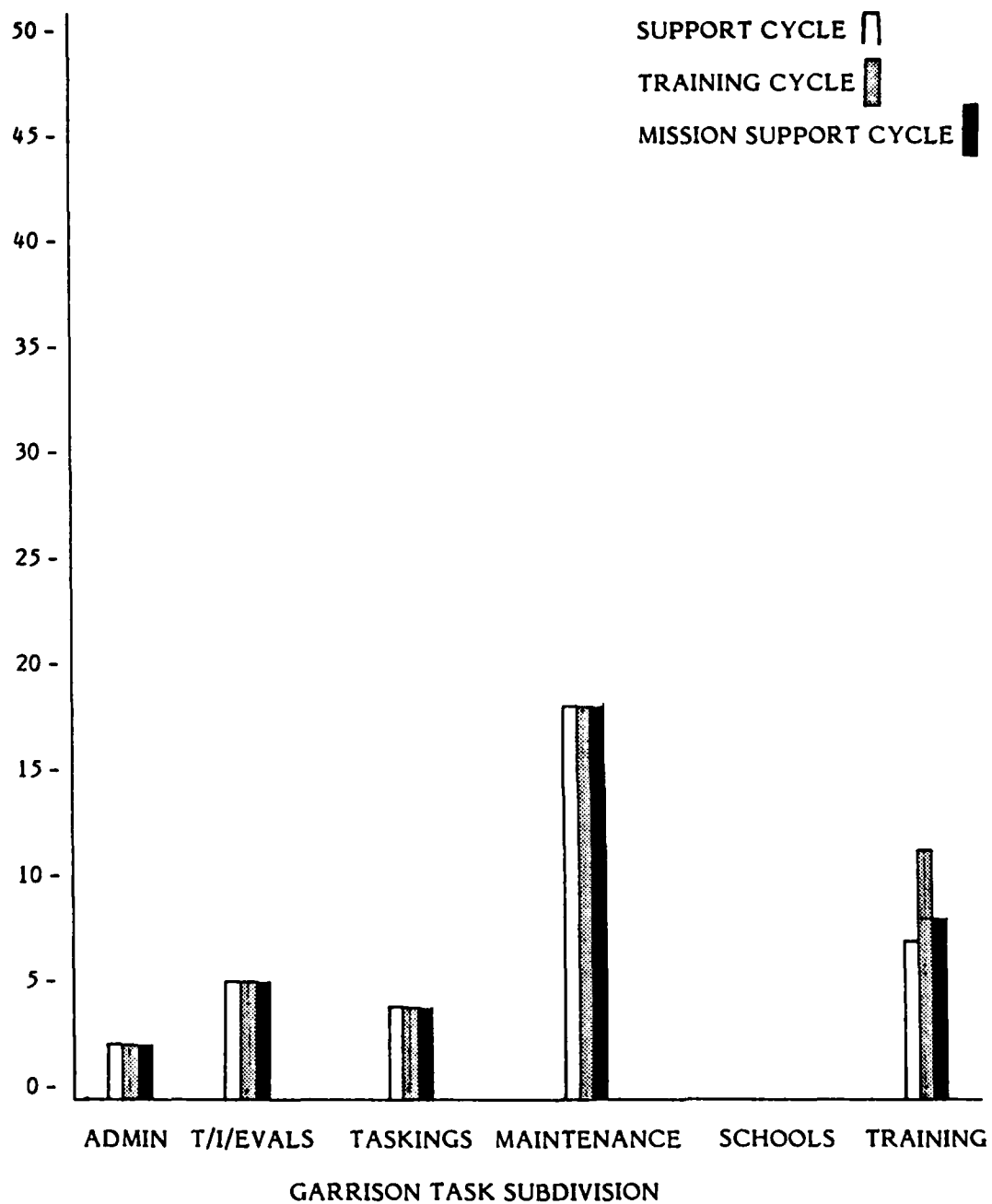
FIGURE 2: PERCENTAGE OF HIGH TIME TASKS BY
SUBDIVISION WITHIN EACH CYCLE

The High Time tasks within each subdivision were expected to help pinpoint future areas of streamlining.

In order to estimate the overall composition of each job, the amount of time spent on each task was averaged across cycles, and percents were computed, by category, based on the total amount of time spent for each duty position (considering only the most time consuming tasks, i.e., an average of 15 hours or more per cycle). The overall composition of the four senior duty positions is given in Table 3. For all four duty positions, administrative tasks accounted for most of the time spent.

The tasks of the Executive Officer and Platoon Leader were heavily oriented toward administration. The Commander's duties were relatively evenly distributed among the task categories. The First Sergeant's job responsibilities were found primarily in two of the categories: Administration and Tests/Inspections/Evaluations. In general, tasks concerned with training were not given a great deal of time. The Commander spent more of his time on training than any of the other three positions; this time was spent planning and conducting various kinds of training.

In terms of identifying areas for reducing the requirements of the major duty positions, or increasing the efficiency of operations, the categories of Admini stration and Tests/Inspections/Evaluations appeared to have the highest potential for time savings and redistribution of efforts to training activities.

Observations

In an effort to estimate the accuracy of the questionnaire, information was collected by observation of unit personnel performing their jobs. While the questionnaire data represent the jobholders' perceptions, the observation data are more reliable estimates of actual job task behavior. However, the observations demonstrated that the questionnaire data were accurate regarding the relative distribution of time (Johnson, Tokunaga, and Hiller, 1980).

TABLE 3: MOST TIME CONSUMING TASKS BY
CATEGORIES AND DUTY POSITIONS

CATEGORIES	Percent of Total Time Spent on All High-Time Tasks			
	Commander (N=13)	Executive Officer (N=11)	Platoon Leader (N=16)	First Sergeant (N=11)
Administration	36	74	72	52
Supply	14	6	5	-
Tests/Inspections/Evaluations	22	15	10	46
Taskings/Support/Details	-	-	-	2
Training	28	5	13	-

An observation form, based on the garrison activities previously identified through interview and questionnaire, was developed and pilot tested. A draft observation guide was designed which contained a matrix of job content categories and management function categories. Definitions describing the content and management function categories were excerpted from the Dictionary of Army Terms, Army literature, and a management dictionary. These definitions were revised into organizational terms which describe the context of company/battery level activities. The form was then reviewed by unit members for completeness and accuracy. Based on this input and research team review, the observation guide was revised.

Next, an initial field pilot test was conducted. The observational instrument, some category definitions, and the method of data collection were revised following this pilot test.

A second field pilot test was conducted. Based on these results, the instrument, definitions, and the data collection methodology were revised. The method of data collection was systematic time sampling. At the end of each 10 minute time period, the dominant behavior was recorded by describing the observed task content and management function.

A third field pilot test was conducted, and based on the results, no further revisions were necessary. A copy of the observational form used for data collection is shown in Figure 3. Key personnel were observed over a ten-week period. The sample represented duty positions with the highest degree of interaction with other adminstrative positions, and with the highest level of involvement and responsibility for administrative tasks. Based on these two criteria, and subjective judgments of the staff, four duty-position groups were chosen to be observed: (1) Company and Battery Commanders and Executive Officers; (2) Platoon Leaders/Assistant Executive Officers; (3) First Sergeants; and (4) Chiefs of Firing Battery/Platoon Sergeants.

The sample was observed during Training and Mission Support cycles. The observation periods averaged 4.2 hours. The type of activities and tasks in which personnel were engaged, and the frequency of those tasks were recorded. (This information is shown in Figures 4 and 5.) The observation data here show the same patterns visible in the task questionnaire data.

Areas containing a high percentage of time consuming tasks varied little with the changes in cycles. Observations demonstrated that the exceptions to this pattern are generally the same as those found in the questionnaire data. More time was spent in the content area of training during the training cycle, than during mission support. Maintenance and Supply are both areas where more time was spent during Mission Support than during the training cycle.

Less time was spent inspecting and reviewing during the training cycle than during the mission support cycle. With the exception of training, maintenance, and the administrative areas of planning and providing information, the observational subdivisions which contain High Time tasks tend to remain the same

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throughout the cycles. The time consuming tasks which have been organized into the subdivisions of Administration, Supply, Tests/Inspections/Evaluation, Maintenance, and Training are of immediate interest. These High Time tasks were selected to be examined in detail during subsequent phases of this research effort.

Johnson, et. al., (1980) categorized the questionnaire tasks into the content categories used for observations. The total percentage of time spent in each content category, by each duty position, was computed for both the question- naire and observational data. These totals are presented in Table 4. There are some noteworthy differences between the data on time collected through self- report and that which was observed. For example, questionnaire respondents consistently reported spending less time on individual training than what was observed. However, the correlation coefficients between the rank orders were significant (p<.05) for all positions except squad leader.

|	BDE/DIVISION Support	TRAINING				Personal Activities	Miscellaneous	UNIT ADMINISTRATION					
		Collective Skills	Individual Skills	Mandatory Trng Topics	Miscellaneous			Logistics	Supply	Maintenance	Unit (BN & CO) Housekeeping	Personnel Management	Miscellaneous
Planning/Preparing Developing													
Providing Information													
Requesting Information													
Receiving Requested Info													
Receiving Orders, Direction, etc.													
Performing													
Receiving Training													
Conducting Training													
Directing — Ordering													
Directing — Staffing													
Directing — Delegating													
Directing — Organizing													
Directing — Misc.													
Observing Performance													
Inspecting													
Reviewing (reports, etc.)													
Counseling													
Traveling													
Downtime													

FIGURE 3: OBSERVATION FORM
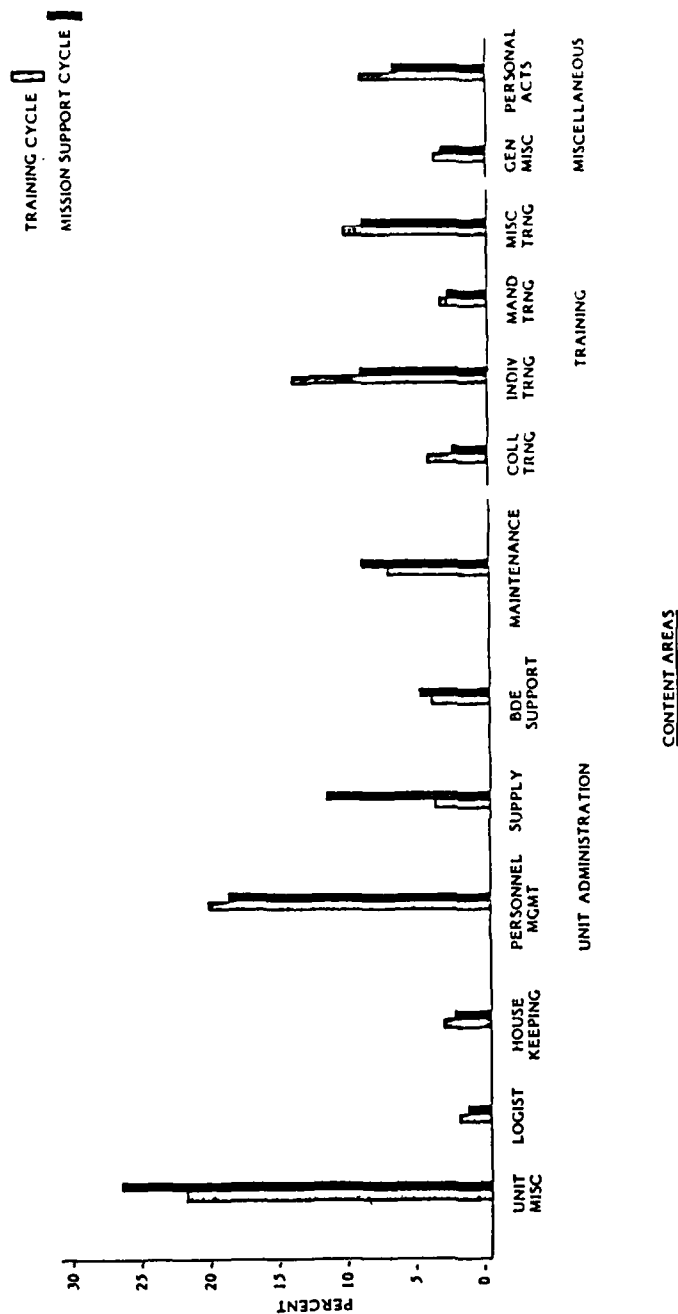
FIGURE 4: PERCENT OF HIGH-TIME TASKS BY CYCLE
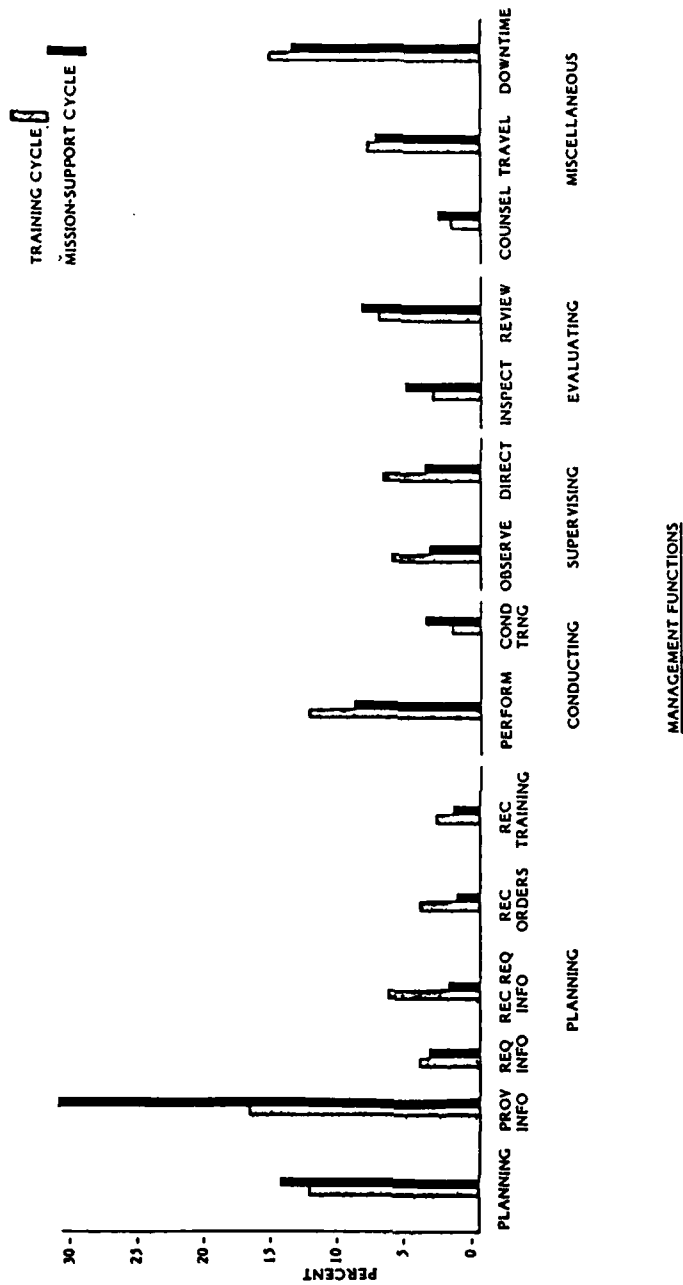
FIGURE 5: PERCENTAGE OF HIGH-TIME TASKS BY CYCLE

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TABLE 4: PERCENT OF TIME IN EACH ACTIVITY AREA AS
DETERMINED BY INVENTORY (I) AND OBSERVATION (O)

	CO/BC		XO		ISG		PL		SQ. LEADER/ SEC.CHIEF	
	I	O	I	O	I	O	I	O	I	O
Individual Training	7.15	14.77	3.71	10.35	2.07	5.70	7.49	16.52	.35	24.41
Collective Training	3.67	7.11	1.83	3.78	9.04	1.18	1.60	4.53	0.00	2.20
Mandatory Training	6.82	1.35	1.34	2.14	1.72	.50	.50	5.38	0.00	1.19
Miscellaneous Training	17.25	14.22	7.86	8.88	3.74	4.09	11.52	10.29	7.09	8.81
Logistics	1.00	.67	.85	1.48	.13	.87	.93	3.79	0.00	.34
Maintenance	11.34	3.37	19.79	12.83	.30	2.17	12.82	12.65	22.79	12.37
Supply	8.96	3.19	15.47	3.62	.95	1.98	8.09	7.56	.87	5.59
Details/Support	2.29	3.92	2.38	3.78	1.51	3.04	.97	1.23	3.88	5.25
Housekeeping	3.24	.49	.85	1.81	4.65	6.51	.47	.76	20.47	2.71
Personnel Management	19.35	16.12	18.94	11.68	27.97	39.53	19.41	12.37	21.12	6.10
Unit Administration Miscellaneous	18.92	22.86	26.98	26.32	47.93	27.94	36.22	1.80	23.43	21.69
Total*	99.99	88.07	100.60	86.67	100.01	93.51	100.02	86.88	100.00	90.66

*Values may not equal 100% due to rounding in the case of inventory; the observational data does not equal 100% because two categories, Personal Activities and Overall Miscellaneous were excluded as the inventory did not contain parallel tasks.

CHAPTER THREE
EVALUATION METHODOLOGY

EVALUATION DEVELOPMENT ISSUES

As stated earlier, an objective of this project was to design an operational management system which would enable company and battery commanders to conduct effective training and simultaneously perform all of their other missions, activities, and tasks. To help understand the magnitude of the company/battery commanders' management tasks, the documented missions, responsibilities and goals of companies and batteries were cataloged (Giesler, et al., 1979). In addition, questionnaires were administered; interviews were conducted; and observations were taken in the field to estimate how companies and batteries actually use people and resources to accomplish their missions.

To meet the above objective, an evaluation system was required which would allow analytic and empirical comparisons among various management system alternatives. There are two main issues which must be addressed to determine the appropriate assessment approach: (1) Criteria -- what criteria are appropriate to measure company and battery effectiveness; (2) evaluation methodology - should the evaluation focus on organizational processes and their relationship to goals and performance?

CRITERIA

The issue of how many criteria and which criteria to use is a complex one. The ultimate goal was to increase effectiveness of training in companies and batteries. The more immediate goal was to decrease the amount of time required to accomplish garrison/administrative requirements. The evaluation criteria must also provide a broad view of organizational functioning to aid in understanding the relationship between a change in management processes and resulting changes in organizational performance. Therefore, a catalog of specific behavioral measures is required in order to assess organizational

effectiveness (Campbell, 1976). As Smith (1976) has pointed out, if a single criterion is used, e.g., SQT scores or time spent actually training, information regarding organizational process is lost. For example, two companies may obtain similar scores and spend similar amounts of time training, but use entirely different approaches to achieve them. Understanding the different approaches used by organizations to achieve their objectives can assist in the development of methods to improve unit functioning.

In the present study, we were interested in the field management system and how it achieved its output. It was decided, therefore, that the criteria must cover all areas of unit performance. Since our planned approach was to implement alternative management systems, follow their activities, and measure a variety of outcomes, we needed to understand as much about each system as possible. In other words, the organizational process as well as outcomes needed to be described and measured.

Smith (1976) presented a scheme for classifying criteria which is useful for considering various factors. The scheme classifies criteria into three dimensions: the time span covered, the specificity, and the closeness to organizational goals of the criteria. Time span refers to the period of time after the behavior actually occurs that measurement is made. Smith argues for the importance of matching time span criteria with the time span of the manipulation. For example, an incentive system designed to increase number of reenlistments should be reflected in the reenlistment rate and not in long term satisfaction with the Army. Specificity of criteria refers to the specific-to-general dimension. Some criteria are very specific, e.g., an observer checking that a behavior has occurred. Criteria can also be very general, such as a composite dollar figure on cost savings of a management approach. Smith points out that the specificity of criteria must be matched to the manipulation. A specific change in an organization may not affect a broad composite criterion. The third dimension, closeness to organizational goals, is probably the most important. This dimension ranges from criteria which relate to specific behaviors to criteria describing the impact of the organization on society. In the present case, we are primarily interested in the impact of the organization management system on

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training management. Other organizational goals also interest us, however, such as garrison task efficiency, administrative efficiency, and ultimately, combat readiness. Each of these dimensions must be considered carefully when choosing criteria.

Smith states that there are various ways of combining outcome components to obtain a composite result. Often within organizations, judgments are contaminated by including irrelevant components. However, she points out that these judgments should be made by the management personnel on the job; they influence the outcome.

EFFECTIVENESS DIMENSIONS

A recent report (Spencer, Klemp, & Cullen, 1977) contains an extensive review of Army unit effectiveness measures. This report presents a review of work environment and organizational climate questionnaires, the results of interviews with combat arms personnel to corroborate the validity of the questionnaires covered in the review, and finally, a list of approximately 45 organizational effectiveness criteria that can be used to measure the effects of organizational changes. These latter indicators are separated into the following categories:

- Performance Effectiveness Criteria

    Inspection scores
    Mission accomplishment results
    Efficiency measures
    Personnel development measures
    Awards

- Satisfaction Criteria

    Retention rates
    Disciplinary action
    Health statistics
    Intergroup relations
    Family measures
    Community relations

The report includes qualitative estimates of availability and reliability for each measure.

The work environment questionnaires reviewed by Spencer, et. al., (1977) are broken down into the organizational components which they assess. They also present reliability and validity data, where available, for components of the questionnaires in their relationship to organizational criteria. In sum, the Spencer, et. al., review is an invaluable reference which provides sources of instruments for measuring specific organizational process components and their relationship to organizational performance.

EVALUATION METHODOLOGY

An evaluation of organization effectiveness presents several methodological issues. An excellent review of these issues is presented by Gealy (1979). One issue, that of adopting a single criterion approach to evaluation, has already been discussed. A second issue involves the focus of the evaluation methodology. Organizations can be evaluated by using their goals as evaluation standards and comparing performance to the goal. A large segment of organizational theorists have advocated this goal approach to studying organizational effectiveness including Cyert and March (1963), Etzioni (1964), Price (1972), Simon (1964), and Steers (1977). Organizations can also be evaluated without regard to outcome, by determining if their activities and procedures (i.e., implementation processes) are in agreement with SOPs, regulations, command guidance, etc. The question in this case is: Is the unit performing correctly according to procedures? This process orientation also has its supporters including, among other, Beckhard (1969), Likert (1961), and Taylor and Bowers (1972).

These two concepts or organizational effectiveness can be examined using two different evaluation procedures: goal oriented and process oriented approaches, or as coined by Scriven (1972), "summative" and "formative" evaluations.

In their discussion of the goal oriented approach, Yuchtman and Seashore (1967) distinguish between prescribed and derived (or functional) goals. In the pre-scribed goal approach, the organization is evaluated by comparing performance with the organization's stated goals. The main problem with this approach is that various components of the organization are often not aware of the

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organizational goals or their work is not directly related to attaining these goals. In the derived goal approach, the goal(s) is determined empirically within the organization and evaluation consists of measuring the level of goal attainment. Yuchtman and Seashore point out that both of these approaches suffer because they do not take into account the environment in which the organization is imbedded. Further, the goal approaches emphasize organizational outcomes in a summative fashion and therefore provide inadequate information on the organizational process through which the outcome is produced.

An alternative approach to using a goals orientation is the systems view of organization (Katz and Kahn, 1966; Weick, 1969). A systems view of organizations places the organization in an interactive mode with its environment. The organization receives input, such as personnel and materiel, and produces output in the form of products or performance of services. In between the input and output is a process which converts input resources into output. Organizations also receive feedback from the output which they can incorporate into future processing. Feedback on the output and other information also comes from the environment. These processes are all dynamic and as such, it is often difficult to include goal attainment measurement with them.

Schein (1965) has summarized the systems characteristics of organizations in a way which demonstrates the importance of understanding the organizational processes:

- Organizations are like open systems. Through interactions with the environment, they take in resources and convert them to products or services and send them back into the environment.

- Organizational systems have many purposes and functions, resulting in multiple interactions with the environment. These interactions must be understood to fully understand the organizations.

- Behavior of the many interesting organizational subsystems must be understood in order to understand the organization.

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- Since subsystems interact, changes in one affect the others.

- The interaction of an organization and its dynamic environment must be understood to understand the total functioning of the organization and the constraints under which it operates.

- It is often difficult to specify the boundaries of an organization, requiring description of its processes rather than its characteristics.

To evaluate an organization, one must examine the organizational processes and the interactions between processes and the environment. Schein, argues that "a system's effectiveness can be defined as its capacity to survive, maintain itself, and grow, regardless of the particular function it fulfills" (Schein, 1965, p. 97). Several writers have suggested that the criteria of adaptability (problem solving ability and flexibility in reacting to dynamic environments), sense of identity (knowledge of its goals), capacity to test reality (ability to effectively determine appropriate information from the environment which impacts on the organization), and internal integration (cooperation among internal processes) may be used to evaluate organizational systems (Schein, 1965; Bennis, 1962; Olmstead, Christensen, and Lackey, 1973). Along these lines, Schein has proposed a six stage coping process by which effective organizations can adapt to their changing environment:

1. "Sensing a change in the internal or external environment.

2. Importing the relevent information about the change into those parts of the organization which can act upon it.

3. Changing production or conversion processes inside the organization according to the information obtained.

4. Stablizing internal changes while reducing or managing undesired by-products. (Undesired changes in related systems which have resulted from the desired changes.)

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5. Exporting new products, services, and so on, which are more in line with the originally perceived changes in the environment.

6. Obtaining feedback on the success of the change to further sensing of the state of the external environment and the degree of integration of the internal environment." (p. 99)

Olmstead uses Schein's adaptive coping process as the basis for an operational approach to "Organizational Competence." He defines organizational competence as "the ability of the organization to perform the critical operational functions, or processes, that lead to achievement of effectiveness." "Effectiveness is the final outcome (mission accomplishment, productivity, etc.)" (Olmstead, 1971, p. 2). The seven organizational processes which comprise competence are:

1) "Sensing - Information acquisition
2) Communicating Information Sensed - Information processing
3) Decision Making - Solving problems and making decisions
4) Stabilizing - Making required internal changes while reducing or managing undesired by-products.

5) Communicating Implementation - Processing information concerning action to be taken.

6) Coping Action - Execution of action required by environmental charges.

7) Feedback - Obtaining information on the results of the actions taken." (Olmstead, 1971, p. 2)

Olmstead, Elder & Forsyth (1978) demonstrated the utility of Schein's adaptive coping cycle in analyzing and improving the process performance of battalion command groups during battle simulation exercises. They operationally defined the seven processes, trained observers to assess process performance, and

provided corrective feedback to the command groups. Process performance was positively associated with combat effectiveness scores for the exercise.

DISCUSSION

For purposes of the current study, the evaluation approach combines goal analysis and process analysis with an overall systems organizational analysis. The systems approach facilitates an understanding of the workings of companies and batteries and how management systems affect performance. The organizational goals are translated into management methodology by determining the relative importance of various performance and process indicators identified by commanders and staff.

An evaluation scheme for measuring organizational performance can also be designed to include the relative importance of processes as well as products. Each performance measure, i.e., process measure, is weighted in proportion to its importance. Groups of performance measures are then weighted and summed.

The evaluation should be conducted at different organizational levels. Depending on who is receiving the information, the evaluation can be weighted differently at each level. For example, company level evaluation dimensions or performance measures on which a unit is judged may be given different weights when conducted for a brigade commander, a battalion commander, or a company commander. At each of the three levels, the performance measures assume a different importance. Categorizing the judgments which commanders make about subordinate units by performance measure and weighting each measure by its perceived importance is a valuable method for understanding how military leaders evaluate their units. A weighted sum of evaluation dimensions is a method of simulating these judgments.

The methodology just described is the multi-attribute utilities model (Edwards, Guttentag and Snapper, 1975). This model aids in comparing organizations where various management approaches are being tested. The multi-attribute utilities technique allows the researcher to combine information across multiple

dimensions, each of which has a different value structure. The pilot testing of this methodology will be described later in the report.

CHAPTER FOUR

MODEL OF ORGANIZATIONAL FUNCTIONING

INTRODUCTION

A model of organizational functioning is presented in this chapter, followed by a discussion of the elements of the model from which evaluation dimensions and criteria were derived. One purpose of the model is to provide a framework for evaluating organizational functioning. The researchers attempted to make the model as simple as possible, using general processes which include most types of organizational behavior. The model was expanded and refined throughout the remainder of the project.

Organizational behavior includes the internal processing of input (stimuli) and the resulting level of achievement of long and short term organizational missions and tasks. To aid in understanding overall organizational functioning, the following aspects of organizational behavior are addressed: (1) the input to an organization; (2) the basic processes and behaviors that occur internally in the organization; (3) the output in terms of performance of the organization; and (4) the superordinate organization and external environment in which the organization is imbedded. The model put forth in this chapter is an initial framework to aid in understanding the functioning of Army companies and batteries and higher level units.

MODEL

The model contains the four major components just discussed. These are graphically displayed in Figure 6.

Superordinate Organization and External Environment

The organization being described is imbedded within another organization complete with its own characteristic organizational processes, demands, re-

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SUPERORDINATE ORGANIZATION AND EXTERNAL ENVIRONMENT
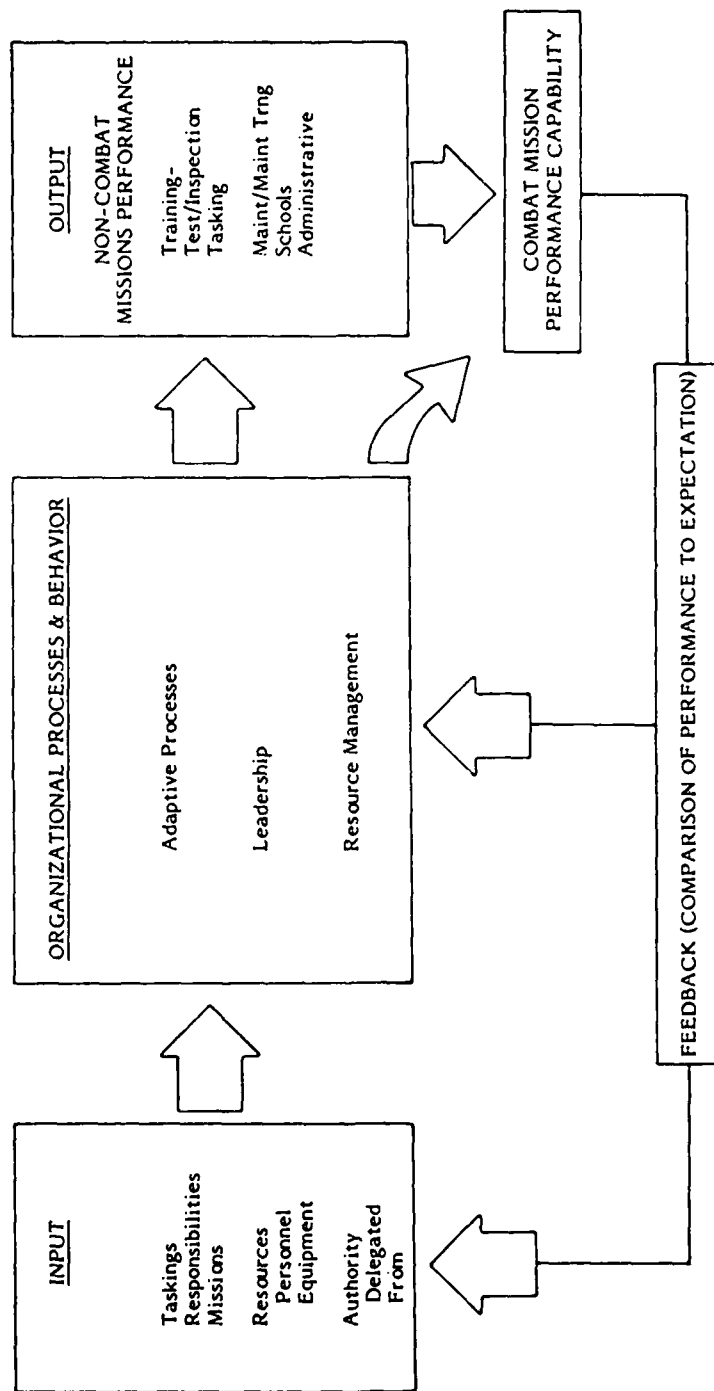
FIGURE 6: MODEL OF ORGANIZATIONAL FUNCTIONING

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sources, and criteria for acceptable and unacceptable unit and personal behavior. The ongoing internal processes in the superordinate organization provide the environment in which the subordinate organization functions. Subordinate units interpret actions and statements from above to determine their own procedures. The extra-organizational environment also impacts on an organization through geographical, social, and economic factors. Nevertheless, the most obvious impacts of the superordinate organization and external environment are specific inputs (e.g., orders to accomplish a particular output).

Input

In some ways, input is defined internally by organizations. But there are also specific long-term and short-term demands, taskings, missions, and responsibilities which impinge on the unit from without. In addition, subtle inputs exist which impact on a unit. One of these is authority. Authority may be delegated to lower level commanders or may be kept at a higher level. In certain areas, lower level unit commanders may have permission to act on their own and the ability to creatively dispatch their responsibilities. In other areas, commanders and supervisors are often restricted to certain modes of responding. When they must get permission and acceptance from above for decisions, they act differently than if they are free to act on their own. These restrictions or non-restrictions on behavior are a form of input to which commanders and supervisors respond, whether it is explicit or implicit. Missions, activities, and tasks required of the unit are an expression of organizational input. This input is of particular importance to the current organizational model.

Organizational Processes and Behavior

This major component of organizational functioning contains the modes of acting which the organization uses to accomplish its missions. This is the black box between orders and outcomes. A reasonable question at this point is -- Why not just study the outcomes and evaluate on the basis of quality of performance and ignore the process of attaining the outcome? In this project, we were interested in how a military unit organizes and manages itself to accomplish missions, and

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also in determining what alternative approaches might be used to more effectively/efficiently accomplish those missions. For this reason, it is important to attempt to tie outputs to internal processes whenever possible. Understanding the relationship of organizational processes to organizational performance is extremely difficult, but necessary to determine the efficacy of different organizational approaches to accomplishing unit missions and methods of training managers. The elements of organization processes and behavior are shown in Figure 6. Observations provided the information needed to examine organizational behavior.

Output

The fourth major component of organizational functioning is the output of the organization. These organizational missions, goals, tasks, responsibilities, etc., have been discussed in Giesler, et. al., (1979). The outputs are separated into combat missions and non-combat missions. The non-combat missions are further separated into various categories as shown in Figure 6. Unit output is represented by the actual missions, activities, and tasks performed by garrison personnel. The output of an organization also functions as input in the form of direct knowledge and observation of performance made internally by the organization. The organization can view performance in this way and evaluate its own performance. Processing this feedback will result in satisfaction or dissatisfaction with the procedures which produce the output. If satisfaction results, the procedures may become SOPs or will stabilize in some other way. If dissatisfaction results, the feedback information will allow for changes in procedures. Observation of performance also occurs outside the organization, for example, by the next higher headquarters. This feedback information may enter the unit in the form of input, indicating either satisfaction or dissatisfaction with results.

ELEMENTS OF THE ORGANIZATIONAL PROCESS AND BEHAVIOR COMPONENT

The organizational process and behavior component for the model represents the internal workings of the organization. These are the procedures, activities, and

behavior which turn (or attempt to turn) requirements into finished products and services. The elements that make up this component of organizational behavior are shown in Figure 6 and are discussed in the following paragraphs.

Adaptive Processes

The organizational procecsses used to adapt to changing environments were discussed previously. The seven processes represent a cycle which the organization goes through to accomplish its actual missions (outputs). Organizational competence depends upon the quality of process performance. Appendix II contains the definition and potential evaluation criteria for each process, as quoted from Olmstead, et. al., (1978).

Two general processes are of special interest: Decision Making and Information Transmission. Decision making is one of the adaptive processes and includes problem solving. Decision making and problem solving are key functions in an organization because they provide a general approach to every action the unit undertakes. The problem solving process interacts to a great degree with the information transmission process. Problem solving ability depends on accurate information concerning what the problem actually is as well as a clear view of what the alternatives are. There is an obvious requirement here, that there be openness is presenting information and alternatives up and down the chain of command. For example, supervisors must be open to suggestions for improving or changing problem procedures. The methods of gathering information and openness to information have a profound impact on the problem solving ability.

Beyond the information, however, is the problem solving process itself. It may be reflected in the management style of the commander, e.g., crisis problem solving in which problems are not dealt with until they reach crisis proportions. Alternatively, a planned, deliberate approach to problem solving in management would be to plan ahead by anticipating potential problems and devising their solutions. The propensity to delegate authority for problem solution rather than requiring all problems to be dealt with centrally is an important organizational

dimension of problem solving. Acceptance (or at least the consideration) of innovative solutions by the leadership provides a non-threatening atmosphere in which lower level leaders will not be afraid to attempt problem solutions. All these factors determine how the problem solving process works in an organization and how likely it is that satisfactory and effective solutions will be attained.

Information transmission is a part of "Communicating Information" and "Communicating Implementation" (refer to Appendix B). It also plays a role in most of the activities of organizations. Effective processing and accurate transmission of information are essential to effective organizational functioning.

Leadership

Leadership is of key importance in organizations, but particular emphasis is placed on it in military organizations, expecially by senior commanders. Leadership is discussed in terms of social exchange, specific leader behaviors and other leadership indicators. Although some aspects of these sub-elements may be attributed to other factors, it is convenient for our purposes to combine them into the leadership dimension.

Social Exchange

The social exchange dimension refers to the assumption that leadership results from an exchange of benefits between the leader and the followers. In exchange for investing and accepting power and authority from the leaders, the followers receive direction, coordination, and management of activities designed to satisfy the mutual goals of all group memebers. In addition, the members receive responsibility, authority to carry out the responsibility, and the resulting self esteem and organizational rewards. The social exchange portion of the current model includes all of the unit members' attitudes about their leaders, as well as the leaders' attitudes about the followers. In addition, the organization motivational structure, the personnel in the unit, and their commitment to the unit are all part of

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the social exchange in an organization. Some of the indicators of social exchange are:

- Subordinate attitudes toward leaders concerning the leaders' competence, support of followers, and goal orientation.

- Leaders' attitudes toward subordinates concerning subordinates' competence and support of leader.

- Self esteem of subordinates.

- Actual goal orientation of leader.

- Motivational orientational of leader (tendency to use positive reinforcers, vs. negative reinforcers, i.e., promotions, awards vs. disciplinary actions).

- Personal commitment to organization by followers.

Leader Behavior

Based on military leadership manuals and discussions with senior commanders, it was expected that one of the characteristics commanders would look for in their officers is self confidence. Leaders who are self confident exhibit a sense of competence to these commanders. Senior commanders often evaluate subordinate commanders on management style. Company/battery commanders are seen as lax or strict, instituting negative or positive incentives, delegating or controlling. Each battalion commander or staff officer sees reflections of these behaviors in their area of responsibility, i.e., discipline, task accomplishment, awards, promotions, etc. One aspect of management style which appears to impact on unit performance is the leaders' perception of how much control he has in determining means of accomplishing tasks. It seems from the researchers experience, that if leaders feel there are no choices and no authority

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vested in them for making decisions, they will not recognize innovative, creative ap proaches to problems, even when deviations from standard procedures are appropriate. The sense of control can thus play an important part in determining whether a unit is led in an active or reactive mode.

Other Indicators of Leadership

There are several other indicators of unit leadership. The general attitude and morale of unit members toward the unit and the Army are believed to reflect the unit's leadership. Attitude and morale are seen by commanders to be in the appearance of the personnel (i.e., shined shoes, uniforms in good condition, etc.) and in the appearance of the unit area. In addition, if there is a high reenlistment rate in the unit, it suggests that the leadership structure is conducive to providing a satisfactory work environment for the personnel.

Resource Management

The techniques and procedures used by an organization to manage its personnel and materiel are probably the most visible of all the organizational processes. Personnel must be assigned according to training, experience, motivation, and mission requirements. Equipment must be maintained and accounted for to function well for the unit. Resource management involves the five areas of general management activities: planning, organizing, staffing, directing, and controlling. It further requires that the leaders understand the capabilities of the organization's people and equipment. Detailed knowledge of the capabilities of personnel and equipment is important to effective planning, organizing, and staffing. Personnel management is difficult because people do not come in standard form. Soldiers who have had ostensibly the same training and same types of experience are different in terms of their capabilities. Effective personnel management, therefore, requires some knowledge of individuals and their unique capabilities and skills, as well as a complete understanding of the personnel and management system of the Army.

Resource Management is such a significant part of Army organizational activities that it is listed separately as a process area even though the adaptive processes are involved in its accomplishment.

DISCUSSION

The model of organization behavior just described is consistent with the systems view of organizations discussed earlier. The model provides for general coverage of organizational processes and behavior, but can provide specific information required to understand organizational processing.

The model's flexibility also allows for other diverse information and data collection requirements. Further development and refinement of the model will provide a structure for guiding the future of this research effort and other research projects dependent upon an understanding of the functioning of Army units within their environment.

CHAPTER FIVE
INITIAL BATTALION STAFF INTERVIEWS

OVERVIEW

To recap, the objective of the present project was to design an organizational system which can effectively and efficiently conduct all of its assigned tasks and missions and at the same time, maximize the amount of time spent in training. Units vary in their ability to accomplish this objective, as stated. It was the goal of the research reported in this chapter to understand the interactions among organizational processes which are necessary for effective/efficient organizational functioning within the garrison environment.

SCOPE

The immediate objective of the research reported here was to determine organizational process dimensions and establish criteria with which judgments may be made concerning overall unit effectiveness. Compounding the difficulties inherent in this kind of study is the fact that the mission capabilities of combat units are uniquely difficult to measure, even in combat. Their peacetime mission is to be combat ready, i.e., trained. In addition, their peace-time mission is to accomplish all other assigned missions and tasks. (These missions and taskings are detailed in Giesler, et. al., 1978). Determination of mission accomplishment is very difficult. Training effectiveness is estimated periodically by SQTs and ARTEPs. Accomplishment of subsidiary tasks may be considered acceptable when someone at a higher level is satisfied that the job was done according to authorized procedures.

Ongoing research and development projects notwithstanding, training and subsidiary task accomplishment are still based on judgments by commanders who have several years of experience observing military unit operations, management, and training. The Army, indeed the military system, is designed to obtain maximum benefit from this experience base. Officers command platoons, then

companies, serve on battalion staffs, and then command battalions and so on, at each step gaining insight into what approaches work and do not work to enable units to accomplish all assigned missions and tasks effectively.

Another factor involved in unit functioning is the local environment. The local procedures, objectives, expectations, and motivational factors play an important role in the way units function to accomplish objectives. To gain insight into the local environment and to take advantage of the experience and knowledge of batallion commanders and staff, a series of interviews were held with a sample of officers in the 7th Infantry Division.

INTERVIEWS

Interviews were arranged with a total of 12 officers who were the battalion commanders, S1s, and S3s from three battalions of an infantry brigade and one battalion from division artillery. The purpose of these interviews was to determine indicators of unit effectiveness from commanders and staff officers who have daily experience with taskings, assignments, and evaluation of their accomplishment.

INTERVIEW PROCEDURE

Individual interviews were conducted with each of the officers. Interview sessions started with a brief orientation to the project and lasted approximately one hour. The respondents were told that their comments would not be published or discussed in association with their names or units. Each of the officers interviewed was interested and cooperative in providing useful information.

A list of specific indicators present in the Army system and traditionally used was presented to the respondents primarily to elicit discussion of the usefulness of these and other indicators of unit functioning. This list of indicators is presented in Table 5. The interviewees were asked to discuss each indicator in terms of the conditions under which it is indicative of unit functioning, what it indicates, and how useful an indicator it is (qualified by the situation). The

TABLE 5: PRELIMINARY INDICATORS OF UNIT FUNCTIONING

- Reenlistment rates

- Unit Status Report (DA 2715)

- AWOL rates

- Performance on SQT

- Performance on ARTEPs

- Maintenance

- Results of IG inspection

- Favorable/unfavorable personnel actions

- EER/OER

- Units sports program

- Level of unit manning/personnel utilization

- Presence/quality of SOPs

- Number of critical incidents

usefulness dimension was rated on a five-point scale: 1 - very poor indicator; 3 - average indicator; 5 - very good indicator. After the items on the list were covered, the respondents were asked to list additional items which they themselves use or feel are important indicators of unit effectiveness.

RESULTS AND DISCUSSION

As may be seen from Table 6, the rating data from the interviews show no consensus on individual unit functioning indicators except for those concerning training and maintenance. The frequency of responses from the 12 raters on each item are shown in this table. Ratings of SQTs, ARTEPs, and maintenance were grouped in the average to very good categories. These three indicators were the only ones to have no negative responses. The remaining indicators were spread from "very poor" to "very good" with the exception of Efficiency Reports (EER/OER) and the Unit Sports Program which rated slightly lower than the others since they had no "very good" ratings. These results may indicate that each respondent has his own unique combination of indicators.

Three common trends developed from the interviews in terms of the use of indicators for unit evaluation. Most of the officers interviewed said that the indicators must be taken in relation to others; no single score or report should be accepted as indicative of the unit. Second, the officers suggested looking at the history of the indicators in the unit, rather than a single report or score. Third, the indicators must be evaluated in light of the unit circumstances, i.e., short term missions, external environment, etc. For example, it is not unusual for AWOL rates to increase just before a unit goes to the field for a long training exercise. If AWOLs were evaluated during this period, they would not be representative of the unit's normal functioning, though they might indicate something about the unit during a crisis or difficult situation.

Several indicators were consistently mentioned by the interviewees. These indicators can be grouped under the following categories: leadership, communication, and management practices.

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TABLE 6: RATINGS BY BATTALION COMMANDERS S1s AND S2s OF THE
USEFULNESS OF INDICATORS FOR JUDGING A UNIT'S EFFECTIVENESS

INDICATORS	RATING OF INDICATORS: RESPONSE FREQUENCY				
	1 VERY POOR	2 POOR	3 AVERAGE	4 GOOD	5 VERY GOOD
Reenlistment Rate	1	2	4	3	2
Unit Status Report	2	2	1	3	3
AWOL Rate	1	2	3	4	3
Performance on SQT	0	0	2	3	5
Performance on ARTEP	0	0	3	2	4
Maintenance	0	0	1	4	6
Results of IG Inspection	0	3	4	0	3
Favorable/Unfavorable Personnel Actions	1	1	5	2	2
Efficiency Reports	5	3	3	1	0
Unit Sports Program	1	2	5	2	0
Level of Unit Manning/ Personnel Utilization	2	2	2	2	3
Presence Quality of SOPs	5	0	3	3	1
Number of Critical Incidents	1	2	4	3	2

LEADERSHIP

Included under this heading are appearance, morale, and attitude of the personnel. Some of the respondents believed that these are important indicators which can be determined by observing and talking to unit personnel. Other respondents felt that extreme emphasis on appearance, of both personnel and billets, may be indicative of the wrong type of leadership, i.e., emphasis on good appearance only for show and not as part of an overall program of military discipline and order. All agreed that extremely poor morale and unkempt appearance of personnel probably indicate a badly functioning unit, but the converse is not necessarily true. Other characteristics of leadership found in good units are self confidence among the leaders, especially commanders, and demonstrated concern for subordinates.

COMMUNICATION

The effective flow of communication throughout the chain of command was often suggested as indicative of an effective unit. One battalion commander said that when he passes out information during a staff meeting which impacts on the soldiers, he thinks it should be presented accurately and in a timely fashion by their immediate supervisor. He suggested that an indicator of unit functioning would be to ask the soldiers for information which was passed out at a battalion staff meeting and which should have been communicated to them. This would be indicative of good communication and effectiveness of the chain of command.

MANAGEMENT PRACTICES

The management practices mentioned repeatedly were: planning ability, attention to detail, accomplishment of assigned tasks, execution of SOPs, and property accountability. It was agreed that unit leaders must have the ability to plan ahead and execute plans. Planning ability separates good units from poor units. Without planning, units are only able to "react" rather than "proact." Several of the respondents felt that in good units all members are interested in

doing a good, complete job of the assigned tasks and missions, and that this interest shows in attention to details and thoroughness. This "extra touch" put into all work is thought to be observable. SOPs are a part of Army management which is emphasized. However, much of the emphasis, for example in IG inspections, appears to be on the presence or absence of various SOPs and their appearance. Most of the respondents indicated that while the presence and quality of SOPs tells one very little about the unit, the understanding of SOPs by key people and the execution of SOPs by the unit are indicative of how well the unit can function in its missions. Good property accountability requires that unit leaders have accurate knowledge of the property they have and where it is located. To function well, a unit must set up effective accountability procedures.

The results from these interviews, coupled with the previous discussion or organizational effectiveness evaluation provided further support for the conceptual systems model presented in Chapter Four.

CHAPTER SIX
EVALUATION DIMENSION WEIGHTING METHODOLOGY

OVERVIEW

The initial battalion staff interviews provided information concerning the usefulness of the preliminary set of performance measures (Table 7). These interviews also provided additional performance indicators. The study described in this chapter was designed to test procedures for establishing importance weights for each performance indicator.

PROCEDURE

The initial battalion staff interviews resulted in the new list of evaluation dimensions shown in Table 7. These dimensions were presented to a Battalion Commander, Battalion S-1 and S-3, and five Company Commanders (all in the same battalion) for determination of relative importance. Each of the 16 dimensions were placed on individual cards for rank ordering. Each respondent was interviewed individually and asked to place the cards in order of importance for accomplishing the goal of day-to-day company operations. Once the cards were in order, the respondent was asked to weight each one by arbitrarily assigning a "10" to the lowest ranked card and scaling each higher card so they would bear a ratio relationship to each other. For example, a dimension receiving a "20" would be subjectively twice as important as the lowest card. Tied scores were allowed. Once all the cards were scaled in this manner, they were rescaled by dividing each assigned dimension score by the total of the assigned sores. (This method is derived from one described by Edwards, et. al., 1975.)

RESULTS

The officers who participated in this exercise expressed no difficulty in rank ordering the cards or assigning the relative weights. In fact, many of them found

TABLE 7: EVALUATION DIMENSIONS SELECTED

TRAINING

- ARTEP performance and collective training

- SQT performance and individual training

- Performance of Physical Readiness Training (PRT)

PERSONNEL

- Unfavorable personnel actions (Article 15s, administrative discharges)

- Appearance of personnel

- Personnel utilization (assignments)

- AWOL rates

- Reenlistment rates

MANAGEMENT OF EQUIPMENT AND FACILITIES

- Maintenance

- Security of weapons and documents

- Appearance of unit area

- Supply management

- Result of IG

JOB PERFORMANCE/MANAGEMENT

- Communication (administrative through chain of command)

- Execution of SOPs

- Accomplishment of assigned tasks

the procedure intriguing; evidently, they had never made such a detailed comparison among the areas of unit performance for which they are routinely held responsible.

The rescaled weights are presented in Table 8. Since the weights add to 100, each individual weight represents a proportion, out of 100, of overall perceived importance. The variability among these weights suggests substantial differences in the perceived importance of the dimension. In many cases, there are extreme differences between the judgments made by the battalion commander and those made by his staff officers and commanders. The difference between the Battalion Commander and the average of the Battalion Officers is shown in the last column of Table 8. ARTEP and Collective Training, SQT and Individual Training, Assigned Tasks and Physical Readiness Training are all dimensions for which the battalion commander's judgments of relative importance are significantly different from those of his staff officers.

DISCUSSION

The differences between the weights assigned by respondents of different organizational levels to various performance measures suggests the efficacy of an evaluation model which is flexible, and therefore responsive to the person using the evaluation information it produces. There are many ways to consolidate the weights presented in Table 8. For example, one can employ averaging or use a group procedure for establishing consensus. However, it is often appropriate to use a single decision maker's weights or to present results based on several sets of weights from specific judges. This approach provides a flexible method for combining multiple dimensions, as well as responding to the relative priorities of multiple judges.

The assigned weights and rank orders among the dimensions produced by members of an organizational unit also provide a measure of communication within the unit. The battalion commander supervises the other officers in the battalion; organizational functioning is usually most effective when all subordinates know and understand their supervisor's priorities. The rank order exercise

TABLE 8: RESCALED RELATIVE WEIGHTS

DIMENSIONS	BATTALION COMMANDER	RESPONDENTS BATTALION OFFICERS							AVERAGE WEIGHTS FOR BATTALION OFFICERS	DIFFERENCE BETWEEN BN OFFICERS AND BN CDRS
1. ARTEP & Collective Training	15.5	9.6	1.9	7.1	4.4	1.8	4.5	1.1	4.3	11.2
2. SQT & Individual Training	14.5	4.8	3.6	1.9	4.4	2.2	4.5	3.7	3.6	10.9
3. Maitetnance	9.7	12.1	8.9	3.8	8.8	10.9	4.5	7.4	8.1	1.6
4. Supply Mgmnt.	9.7	7.2	4.2	3.8	8.8	7.3	3.0	2.9	5.3	4.4
5. Security	7.8	1.3	1.8	3.8	8.8	0.7	3.0	2/2	3.1	4.7
6. Assigned Tasks	7.8	10.8	19.0	19.3	8.8	14.5	6.1	37.2	16.5	-8.7
7. Communication	5.8	4.8	5.9	14.1	8.8	12.7	3.0	2.4	7.4	1.6
8. KG Results	5.8	9.6	2.4	12.8	8.8	1.5	1.5	.06	5.3	0.5
9. Personnel Utilization (Control of Personnel)	5.1	4.8	11.9	13.5	0.8	12.7	12.2	1.3	8.2	-3.1
10. Physical Readiness Training	3.5	10.8	17.8	6.4	8.8	5.5	15.2	18.6	11.9	-8.4

Continued on Next Page

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TABLE 8: RESCALED RELATIVE WEIGHTS
(continued)

DIMENSIONS	BATTALION COMMANDER	RESPONDENTS BATTALION OFFICERS							AVERAGE WEIGHTS FOR BATTALION OFFICERS	DIFFERENCE BETWEEN BN OFFICERS AND BN CDRS
11. Reenlistment Rate	3.1	8.4	3.6	4.2	8.8	3.6	10.6	1.9	5.9	-2.8
12. Execution of SOPS	3.1	1.3	1.2	0.8	0.8	0.4	1.5	1.3	1.0	2.1
13. Unfavorable Personnel Actions	2.9	3.6	2.4	3.2	0.8	4.4	2.3	0.4	2.4	0.5
14. Personnel Appearance	1.9	2.4	7.0	3.3	8.8	9.1	15.2	9.3	7.9	-6.0
15. Area Appearance	1.9	2.4	6.5	1.3	8.8	9.1	10.6	9.3	6.9	-5.0
16. AWOL Rate	1.9	6.1	1.9	0.7	0.8	3.6	2.3	0.4	2.3	-0.4
TOTALS	100	100	100	100	100	100	100	100	100	

presented above provides this information. Asking the battalion officers to repeat the exercise and place the dimensions in the order in which they think their commander would place them provides an even more direct view of their understanding of their commander's priorities. Either procedure will provide information on how well coordinated the unit goals are across unit personnel.

The pilot test in this battalion resulted in a change in the number of dimensions from 16 to 18. Two of the dimensions 1) ARTEP and Collective Training, and 2) SQT and Individual Training were separated into four dimensions. Separating the training performance indicators - ARTEP and SQT - from the training itself - collective and individual - provided categories which are easier for unit personnel to rank order.

The final list of 18 dimensions was then presented to ten staff officers at the major command headquarters. These officers found the list of dimensions complete and judged them appropriate as indicators of unit functioning.

UTILIZATION OF EVALUATION MODEL AND METHOD

The 18 evaluation dimensions were used to collect data on unit performance across five FORSCOM divisions in another phase of the project (Funk, et al., Johnson, Batzer, Gambell, and Vandecaveye, 1980). The data displayed in Appendix H of the Funk, et al., report show that the relative importance of the dimensions varies considerably across the divisions sampled. This finding demonstrates that the list of dimensions is sensitive to local influence.

In addition to application in the present research, the evaluation method described here can be applied elsewhere. This multidimensional evaluation model can take into account the pertinent dimensions for assessing any unit's overall management performance, or for assessing specific process or performance areas. Further, as noted above, the method used to assign weights and rank dimensions provides a useful measure of communication within the organizational unit.

EPILOG

MANAGEMENT SYSTEM DEVELOPMENT ISSUES

Within any organization, there are specific constraints which must be taken into consideration when recommending changes or modifying current processes. The United States Army is unique from other organizations in many ways: its size, its tall hierarchical structure, the lack of personnel to fill many authorized positions, its high personnel turbulence, and its unique mission of combat readiness.

In designing management systems for Army units, it is impossible to influence all aspects of the organization. For example, it is not within the scope of this project to recommend the deletion of any level within the organizational hierarchy. Neither is it feasible to recommend major structural changes within a unit. There are many regulations and procedures which cannot be modified. Unit missions are also inviolable, and any recommended approaches must insure not only that their implementation does not interfere with accomplishment of the missions, but that the approaches enhance the probability that they will be successfully achieved. It is necessary, therefore, to be cognizant of all such organizational constraints and to work within them.

The most feasible courses of action for this project will be to reassign and reorganize tasks within a unit, design more efficient methods of accomplishing those tasks, and/or recommend certain policy changes. In addition, indications of a need for more comprehensive changes, i.e., affecting higher levels of the Army, may be noted.

In addition to organizational constraints, the evaluation system will have important implications for the design of management systems. The outcome indicators (See Chapter Five) which were developed through interaction with commanders at various levels, provide a clear explication of the factors which are considered important for a unit to perform well. An optimal system would, therefore, attend to and improve the functioning of units on these measurement indicators.

For example, if it is demonstrated that units are evaluated heavily on the security of their weapons and documents and if tasks related to this dimension take up a lot of a unit's time, a prime area to examine would be the development of new management systems which insure security in a more efficient manner.

The *process dimension* (See Chapter Four) contains important variables to consider in the design of alternative management approaches. These variables are the ones which a new system would most directly influence. Which of these processes can be most effectively modified and which exert the most influence on the outcome indicators need to be evaluated.

Resource management is a prime example of a process dimension which undoubtedly influences many output indicators (i.e., supply management, personnel utilization). This is also a dimension in which differences in effectiveness among management approaches can be determined because they usually impact on the amount of time required to accomplish the mission. Again, such an area *would be examined when developing management approaches.*

Figure 7 illustrates the multitude of issues and sources of information which impact upon the development and implementation of the new management approaches.

Some of these issues can be stated more explicitly than others, but clearly, they are not independent. To insure that the approach is practical and has the greatest probability of success, the implications of each issue would be considered in the development of new systems.
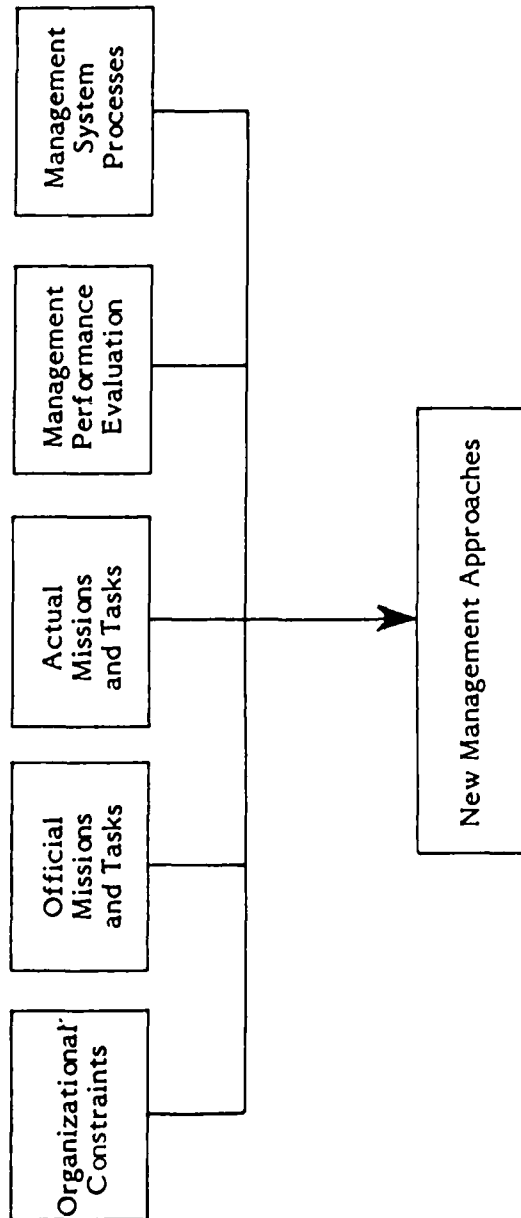
FIGURE 7: REVISED SOURCES OF INFORMATION FOR
NEW MANAGEMENT APPROACHES

50

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APPENDIX A

INDIVIDUAL JOB TASKS QUESTIONNAIRE

UNIT MANAGEMENT SURVEY

This survey asks you to describe how you spend your time. The information you give will be used to improve the management of Infantry Companies and Field Artillery Batteries.

Please provide the information below so that we can determine how soldiers in each duty position spend their time. Please note that your name has not been asked for.

1. Type of unit (check box): ☐ FA Firing Battery   ☐ Inf Rifle Co

   ☐ FA Service Battery   ☐ Inf Combat Support Company

2. Rank: _____ 3. Present duty position: _____

4. Time in present duty position: _____ years _____ months

5. Time in unit: _____ years _____ months

6. Time in service: _____ years _____ months

7. Primary MOS and Skill Level: _____

8. Secondary MOS (if this is the MOS you are now performing): _____

   _____

9. During the training cycle, what percent of your time is spent on activities directly related to preparing for combat (for example, SQT training, ARTEP training, and weapons training)?

0-10%	_____	50-60%	_____
10-20%	_____	60-70%	_____
20-30%	_____	70-80%	_____
30-40%	_____	80-90%	_____
40-50%	_____	90-100%	_____

JOB TASK INVENTORY SURVEY INSTRUCTIONS

Quickly review all of the tasks to get a feel for the entire list. Then go back and carefully read each task and answer the following questions. Mark your ratings in the spaces on the survey. Some of the tasks contain two action words, for example: "Prepare/update supply records." If you only do <u>one</u> of these, please circle the one you do and rate the task.

I.   DO YOU PERFORM THIS TASK AS A PART OF YOUR PRESENT JOB?
      Mark your answer in Column I. Y = YES   N = NO

      If your answer to this question is "NO," go to the next task. If your answer is "YES," answer the following five questions about that task.

2.   The yearly training schedule is divided into three cycles:

      a.   Support Cycle - When most of a unit's time is spent on support for Fort Ord, such as guard duty.
      b.   Training Cycle - When most of a unit's time is used for combat training.
      c.   Mission Support - When as much combat training as possible is done, but the unit is available for support.

      FOR EACH CYCLE, USE THE FOLLOWING SCALE TO SHOW HOW OFTEN YOU PERFORM EACH TASK IN A TYPICAL ONE-MONTH PERIOD. Mark your answers in Columns 2, 3, 4.

      1   = Task is not performed.
      2   = Task is performed one time.
      3   = Task is performed two times.
      4   = Task is performed three times.
      5   = Task is performed four times.
      6   = Task is performed 4-8 times.
      7   = Task is performed 8-16 times.
      8   = Task is performed 16-32 times.
      9   = Task is performed 32-64 times.
      10 = Task is performed more than 64 times.

3.   ABOUT HOW LONG DOES IT USUALLY TAKE TO PERFORM EACH TASK <u>ONCE</u>? Mark your answer in Column 5.

      1   = Up to 5 minutes.
      2   = 5-10 minutes.
      3   = 10-15 minutes.
      4   = 15-30 minutes
      5   = 30-60 minutes.
      6   = 1-2 hours
      7   = 2-4 hours.
      9   = 1-2 days.
      10 = More than 2 days.

4. Many job tasks are so easy or so familiar that they can be done without any training. Other tasks are so complicated that they can be done correctly only after lengthy school training; for example, "Diagnose malfunctions in an airborne radar weapon system." HOW MUCH HELP OR ASSISTANCE IS NEEDED TO LEARN EACH OF THE TASKS YOU DO? Mark your answer in Column 6.

    1 = Extremely little; no training is required.
    2 = Little; some instruction from a co-worker or supervisor.
    3 = Moderate; can be learned on the job, but school would be helpful.
    4 = Much; some school training is essential.
    5 = Extremely high; intensive school training is essential.

5. Your most important job, as a soldier, is to perform in a combat situation. Some of the things you do, or some part of them, could be done by a civilian. HOW MUCH OF EACH TASK YOU DO COULD BE DONE BY A CIVILIAN INSTEAD OF A SOLDIER. Mark your answer in Column 7.

    1 = None of the task.
    2 = A little of the task.
    3 = Some of the task.
    4 = Most of the task.
    5 = All of the task.

	Cycles						
	1	2	3	4	5	6	7
Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
SECTION II: ADMINISTRATION - ADDITIONAL DUTIES							
Perform duties as a:							
001. Training Officer/NCO							
002. Mess Officer/NCO							
003. Motor/Maintenance Officer/NCO							
004. Supply Officer/NCO							
005. Safety Officer/NCO							
006. Communication Officer/NCO							
007. NBC Officer/NCO							
008. Claims Officer/NCO							
009. Unit Postal Officer/NCO							
010. Information Officer/NCO							
011. Education Officer/NCO							
012. Classified Documents Officer/NCO							
013. Income Tax Officer/NCO							
014. Vector Control Officer/NCO							
015. Military Payment Certificate Officer/NCO							
016. Primary Censor Officer/NCO							
017. Utilities (energy) Conservation Officer/NCO							
018. VD Control Officer/NCO							

A-4

Task Statements		Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
			Cycles 1	2	3	4	5	6	7
019.	Maneuver/Damage Control Officer/NCO							
020.	Form Control and Records Management Officer/NCO							
021.	Voting Officer/NCO							
022.	Security Manager/NCO							
023.	Repairs and Utilities Officer/NCO							
024.	Self Help Officer/NCO							
025.	Logistic Readiness Officer/NCO							
026.	Crime Prevention Officer/NCO							
027.	Fire Prevention Manager/NCO							
028.	Line of Duty Investigation Officer/NCO							
030.	Ammunition Officer/NCO							
031.	AR15-6 Investigation Officer/NCO							
032.	Article 32 UCMJ Investigation Officer/NCO							
033.	Athletic and Recreation Officer/NCO							
034.	Comsec Officer/NCO							
035.	Evaluation Officer/NCO							
036.	Inventory Officer/NCO							
037.	Material Readiness Officer/NCO							
038.	Meal Card Control Control Officer/NCO							
039.	Officer of the Guard							

A-5

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
		Cycles					
	1	2	3	4	5	6	7
040. Member - Unit Fund Council (Officer/NCO)							
041. Property Book Officer/NCO							
042. Race Relations/Equal Opportunity Officer/NCO							
043. Range Safety Officer/NCO							
044. Reenlistment Officer/NCO							
045. Report of Survey Officer/NCO							
046. Sponsor (Officer/NCO)							
047. Staff Duty Officer/NCO							
048. Test Control Officer/NCO							
049. Unit Historical Officer/NCO							
050. Unit Movement Officer/NCO							
051. Physical Security Officer/NCO							
052. Army Emergency Relief Officer/NCO							
053. Field Sanitation Officer/NCO							
054. Research Project Coordinator (survey/questionnaires)							
055. OPSEC Readiness Officer/NCO							
ADD ANY OTHER ADDITIONAL DUTIES TO THIS CATEGORY							
THAT YOU PERFORM AND RATE THEM WITH THE SCALES.							
056.							
057.							

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
		Cycles					
	1	2	3	4	5	6	7
058.							
059.							
060.							
061.							
062.							
063.							

A-7

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	1	Cycles 2	3	4	5	6	7
SECTION III: ADMINISTRATION - PROGRAMS							
064. Plan/organize a Crime Prevention Program							
065. Plan/organize a Unit Physical Security Program							
066. Plan/organize a Career Counseling & Reenlistment Program							
067. Plan/organize a Field Sanitation Program							
068. Plan/organize a Health and Welfare Program							
069. Plan/organize a Hearing Conservation Program							
070. Plan/organize a Wives/Dependent Day Program							
071. Plan/organize a Weight Control Program							
072. Plan/organize a Fire Prevention Program							
073. Plan/organize a Unit Safety Program							
074. Plan/organize a Professional Bayonet Program							
075. Plan/organize a Energy Conservation Program							
076. Plan/organize a Professional Development Program							
077. Plan/organize a Nuclear Surety Program							
078. Plan/organize a Opposing Forces Program							
079. Plan/organize, Organization/Unit Day Program							
080. Plan/organize, Accident Prevention Program							
081. Plan/organize, Privacy Act Program							

A-8

Task Statements	Part of your job?	Cycles			Time to perform?	How hard to learn?	How much is combat?
	1	How often (Support)? 2	How often (Training)? 3	How often (Mission Support)? 4	5	6	7
082. Plan/organize, Equal Opportunity/Race Relation Program							
ADD ANY ADDITIONAL PROGRAMS TO THIS CATEGORY							
THAT YOUR PERFORM AND RATE THEM WITH THE SCALES.							
083.							
084.							
085.							
086.							
087.							
088.							
089.							
090.							

A-9

Task Statements	Part of your job?	Cycles						
		How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?	
	1	2	3	4	5	6	7	
SECTION IV: ADMINISTRATION								
091. Prepare/process request for emergency leave								
092. Prepare/approve request for leave or pass								
093. Prepare/maintain Leave Control Log Form								
094. Prepare/maintain Personnel Status Report								
095. Prepare/update Small Unit Leaders Personnel Cards								
096. Maintain unit bulletin board								
097. Prepare/maintain unit duty rosters (guard, CQ, details)								
098. Prepare individual sick slips								
099. Prepare/review Officers Evaluation Reports (OERs)								
100. Prepare/review Senior Enlisted Evaluation Reports/								
Enlisted Evaluation Reports (SEER, EER)								
101. Plan/manage Army Emergency Relief Campaign								
102. Prepare counseling statements on subordinates								
103. Review/update personnel records of subordinates (DA Form 20/2-1)								
104. Review Leave and Earning Statements (LESs)								
105. Record/update accrued or used leave of personnel from LESs								
106. Prepare/process recommendations for administrative discharge								

A-10

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	1	2	3	4	5	6	7
107. Prepare/process recommendations for misconduct/ unsuitability discharge							
108. Prepare court martial charge sheet							
109. Prepare Drop From the Roll (DFR)							
110. Prepare legal statements							
111. Prepare/review report of board proceedings							
112. Prepare/maintain reports for suspension of favorable personnel actions (DA Form 268) (Flag)							
113. Prepare witness statement on personnel							
114. Prepare/administer non-judicial punishment							
115. Prepare personnel action forms							
116. Prepare request for transfer of personnel							
117. Prepare recommendation for security clearance of personnel							
118. Prepare/maintain security access roster							
119. Prepare/review unit SOPs							
120. Prepare/review military correspondence							
121. Prepare/maintain unit alert roster							
122. Prepare staff/CQ journals							

Cycles

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	1	2	3	4	5	6	7
123. Prepare letters of commendation/certificates of achievements							
124. Plan/monitor personnel records audit							
125. Establish/maintain source of required regulations, FMs, circulars							
126. Post changes to publication							
127. Prepare letter of indebtedness							
128. Maintain Personnel Strength Zero Balance Report							
129. Prepare/submit unit readiness report worksheet							
130. Prepare staff study/decision paper							
131. Prepare unit memoranda (MFR)/directives/letter of instructions							
132. Establish/maintain unit administrative files (functional files)							
133. Establish/review suspense files							
134. Prepare unit contingency plans and directions							
135. Prepare/review after action reports							
136. Prepare and review accident reports							
137. Review/update Unit Manning Report (UMR)							
138. Plan/control classified documents handling							
139. Prepare/submit changes to documents/publications (ARs, circulars)							

A-12

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	Cycles						
	1	2	3	4	5	6	7
140. Develop/establish emergency destruction plans for classified materials							
141. Prepare/review service extension request							
142. Prepare/review request for reassignment/reclassification							
143. Reconcile/review/update SIDPERS output data							
144. Maintain accountability of meal cards							
145. Prepare/review a casualty feeder report							
146. Prepare/review Personnel Information Rosters (PIR)							
147. Prepare job descriptions							
148. Prepare historical unit reports							
149. Prepare trip/spot reports							
150. Prepare/maintain a safe or cabinet security record							
151. Prepare unit orders							
152. Prepare Personnel Daily Summaries (PDS)							
153. Prepare/transmit strength information to higher HQs							
154. Prepare/review Unit Transmittal Letters (UTL)							
155. Prepare/review pay allowance action request							
156. Prepare classified documents receipt							

| Task Statements | Part of your job? | How often (Support)? | How often (Training)? | How often (Mission Support)? | Time to perform? | How hard to learn? | How much is combat? |
| | | Cycles | | | | | |
	1	2	3	4	5	6	7
157. Maintain classified documents register							
158. Review subordinate qualification records (officers and NCOs)							
159. Construct briefing charts							
160. Prepare/review material readiness reports							
161. Prepare request for ammunition							
162. Prepare/maintain driver qualification records							
163. Develop/post fire evacuation plans							
164. Initial fire extinguisher inspection tags							
165. Prepare/submit feeder reports to the BN career counselor							
166. Prepare/maintain unit reenlistment bulletin board							
167. Record reenlistment interview results on re-up cards							
168. Update/maintain reenlistment book Forscom 30-R							
169. Counsel personnel and prepare recommendation and documentation for a Bar to Reenlistment							
170. Initiate action for investigation of allegation of discriminations (EO/RR)							
171. Prepare request for attendence to military/civilian schools							
172. Assist personnel in preparation of state and federal taxes							

A-14

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
		Cycles					
	1	2	3	4	5	6	7
173. Censor written and oral communications							
174. Prepare reports on damaged property caused by maneuvers							
175. Prepare Nuclear Duty Position Strength and Reliability Report							
176. Prepare/submit work order for repairs to post engineer							
177. Review health records (shot)							
178. Prepare/submit unit overweight reports and documented recommendations to higher HQs							
179. Counsel personnel on marital, financial, and personal problems							
180. Brief newcoming personnel and assign duties for proper utilization							
181. Sponsor new incoming officer/NCO							
182. Plan/establish leave and pass policies							
183. Prepare recommendation for promotion of personnel							
184. Promote/reduce personnel							
185. Conduct a search/confiscate contraband							
186. Escort personnel during procedures of unfavorable discharge/court-martial							
187. Enforce attendance of scheduled appointments							
188. Recommend disciplinary action for personnel							

| Task Statements | Part of your job? | Cycles | | | | | |
| | | How often (Support)? | How often (Training)? | How often (Mission Support)? | Time to perform? | How hard to learn? | How much is combat? |
	1	2	3	4	5	6	7
189. Prepare/administer non-judicial punishment							
190. Conduct preliminary inquiry for a suspected offense							
191. Administer rights to a suspect							
192. Prepare/administer non-punitive disciplinary action							
193. Supervise personnel during extra duty/training							
194. Prepare documents for pre-trial confinement							
195. Review/maintain medical profiles on subordinates							
196. Resolve soldier pay complaints							
197. Plan/establish staff change of quarters duties							
198. Perform staff/CQ duties (officer/NCO)							
199. Prepare/recommend personnel for awards and decorations							
200. Select/appoint personnel for additional duties							
201. Request military orders from higher HQs							
202. Plan/provide security for unit rear detachments							
203. Plan/conduct boards (promotion, disciplinary, court-martial)							
204. Develop policy to enforce discipline							
205. Develop plans to achieve goals and objectives							
206. Evaluate unit morale and welfare							

A-16

Task Statements		Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
		1	2	3	4	5	6	7
207.	Provide for soldiers' needs							
208.	Establish/monitor communication within a unit							
209.	Analyze feedback from subordinates							
210.	Recommend award of/withdrawal of MOS							
211.	Process complaints under Article 38							
212.	Schedule appointments (dental, medical, etc.)							
213.	Plan/organize command social functions							
214.	Plan/coordinate visitor itineraries							
215.	Plan/conduct a formal/informal line of duty investigation							
216.	Conduct an Article 32 investigation							
217.	Initiate action to suspend/revoke security clearances							
218.	Establish a performance evaluation scheme							
219.	Determine/refer subordinates to appropriate agencies for assistance of personal problems							
220.	Plan/schedule personnel for administration of medical shots							
221.	Review/approve or disapprove request for advance payments and partial payments							
222.	Establish/review unit operating budget requirements							

Cycles

A-17

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
		Cycles					
	1	2	3	4	5	6	7
223. Cooordinate with consolidated mess hall to make arrangements for feeding personnel (field or garrison)							
224. Brief personnel on fire prevention measures							
225. Recharge all fire extinguishers							
226. Request for training holidays/compensatory time							
227. Plan/organize/conduct a formation							
228. Plan/monitor areas of responsibilities for unit housekeeping							
229. Perform housekeeping duties (mowing grass, police call)							
230. Plan/conduct morning parade activities							
231. Organize/conduct military parades							
232. Develop/establish unit awards and decoration procedures							
233. Plan/implement unit incentive program							
234. Establish mail policies and procedures							
235. Issue mail to personnel							
236. Maintain mail directory file and accountable records							
237. Assist and advise personnel on mail services							
238. Organize/conduct payday activities							
239. Manage/conduct Combined Federal Campaign (CFC)							

A-18

	Cycles						
	1	2	3	4	5	6	7
Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
240. Establish/manage moral support/unit funds							
241. Organize/conduct "week of the bayonet" activities							
242. Plan/organize personnel records audit							
243. Prepare/review and forward hometown news releases							
244. Plan/conduct a Personnel Asset Inventory (PAI)							
245. Establish and maintain pinpoint publication account							
246. Brief personnel on nuclear surety							
247. Plan/conduct Athletics and Recreational (A&R) Program							
248. Establish/apply unit organizational effectiveness measures							
249. Interpret and communicate orders and instructions to subordinates							
250. Conduct security briefings							
251. Identify unit strength and weaknesses							
252. Monitor the maintenance of unit bulletin board							
253. Plan/establish the unit Personnel Reliability Program							
254. Plan/conduct unit meetings and conferences							
255. Plan/conduct Commanders Call							
256. Determine present/anticipated individual replacement requirement							

A-19

	Cycles						
	1	2	3	4	5	6	7
Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
257. Plan/conduct Honor Guard/Salute Battery Ceremonies							
258. Plan/conduct command information class							
259. Maintain individual reenlistment data cards (1315s)							
260. Conduct a 60-90 day job performance interview for newly assigned personnel (Re-ups)							
261. Plan/conduct reenlistment interviews (8-10 month, 3-4 months prior to ETS)							
262. Determine reenlistment eligibility of personnel							
263. Investigate damage to property/equipment for justification of a claim and document findings							
264. Maintain education status of unit personnel							
265. Conduct classes on proper procedures for completing tax forms							
266. Conduct briefings on censorhip for personnel whose communication is being examined							
267. Plan/implement conservation measures to ensure utilities are being used efficiently							
268. Ensure that protective measures for VD are available							
269. Plan/conduct classes on the dangers of VD							

A-20

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	1	**2**	**3**	**4**	**5**	**6**	**7**
270. Establish form control measures							
271. Provide voting assistance and information for obtaining and submitting an absentee ballot							
272. Plan/supervise the unit self help program							
273. Conduct briefings on hearing conservation measures							
274. Schedule/ensure all personnel receive hearing test							
275. Schedule/coordinate activities for Wives/Dependents Day Activities							
276. Identify/counsel personnel who are in an overweight or obsese condition							
277. Refer overweight personnel to a physician for evaluation							
278. Ensure weekly weigh-ins for overweights are accomplished							
279. Counsel personnel on failure to maintain overweight objectives							
280. Perform barracks guard duties							
281. Plan/schedule unit safety classes							
282. Initial safety class attendance on unit training records							
283. Conduct a POV safety inspection							
284. Mark individual clothing and equipment (name, ssn, etc.)							

A-21

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
		Cycles					
	1	2	3	4	5	6	7
285. Mark assigned unit equipment with an electrostatic marker							
286. Brief new incoming personnel on crime prevention measures							
287. Conduct announced/unannounced crime prevention check							
288. Prepare crime prevention reports and submit to higher HQs							
289. Prepare/maintain local Crime Prevention Form (470) for personal property							
290. Investigate all facts surrounding an indebtedness complaint							
291. Counsel/advise personnel on actions to be taken for indebtedness							
292. Prepare written reply to creditors for indebtedness of personnel							
293. Recommend action to be taken on military police reports							
294. Maintain a Human Relation Counsel (HMC) bulletin board							
295. Plan/conduct Human Relation meetings							
296. Sponsor a candidate (NCO) for the Professional Bayonet Program							
297. Prepare/forward written recommendation on behalf of the selected candidate for the Professional Bayonet Program							
298. Designate energy conservation monitors for each building							
299. Counsel personnel on eligibility/ineligibility for promotion							
300. Schedule personnel for reenlistment interviews							

A-22

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	Cycles						
	1	2	3	4	5	6	7
301. Conduct reenlistment classes							
302. Schedule/plan for urinalysis testing							
303. Attend range safety briefing							
304. Update promotion rosters							
305. Evaluate unit administration							
ADD ANY ADDITIONAL TASKS TO THIS CATEGORY							
THAT YOU PERFORM AND RATE THEM WITH THE SCALES.							
306.							
307.							
308.							
309.							
310.							
311.							
312.							
313.							

A-23

	Task Statements	Part of your job?	Cycles			Time to perform?	How hard to learn?	How much is combat?
			How often (Support)?	How often (Training)?	How often (Mission Support)?			
		1	2	3	4	5	6	7
	SECTION V: SUPPLY							
314.	Prepare/maintain hand receipts for turn-in or issue of equipment							
315.	Conduct a joint inventory upon change of responsibilities							
316.	Coordinate with Battalion supply personnel on unit supply support							
317.	Plan for/assign responsibilities for care and safe keeping of property							
318.	Inventory/secure absentees clothing and equipment							
319.	Prepare adjustments to property book							
320.	Maintain/review property book							
321.	Prepare/review statement of charges							
322.	Request supplies and logistical services from other units							
323.	Establish/monitor key inventory and control procedures							
324.	Conduct key inventories							
325.	Inventory weapons by serial number							
326.	Inventory assigned equipment							
327.	Assign/issue weapons to personnel							

A-24

| | 1 | Cycles 2 | 3 | 4 | 5 | 6 | 7 |
Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
328. Establish/maintain supply file system							
329. Prepare/update supply records							
330. Develop/establish control and security for sensitive items							
(e.g., weapons, bayonets, NBC detection equipment, etc.)							
331. Initiate investigation to determine pecuniary liability							
332. Prepare a report of survey							
333. Conduct a report of survey for lost or damaged equipment							
334. Establish procedures for disposition of excess and							
salvageable equipment							
335. Direct unit supply operation							
336. Receive/sign for items of property issued to the unit							
337. Prepare/maintain POL records							
338. Establish storage procedures for units Class III (POL)							
Basic Load							
339. Develop/establish training program for supply personnel							
340. Develop storage plan for unit ammunitions Basic Load							
341. Forecast ammunition requirement							
342. Recommend/designate combat load							

A-25

Task Statements	Part of your job?	Cycles					
		How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	1	2	3	4	5	6	7
343. Prepare request for ammunition							
344. Monitor subsistence request and dining facility reports							
345. Hand receipt property to the lowest manageable user level							
346. Transfer responsibility of property from one unit or individual to another							
347. Establish controls to ensure personnel properly clear the supply room upon a permanent change of station or ETS							
348. Conduct inventory to determine if authorized items of personnel clothing and equipment are on hand							
349. Prepare a charge sales sheet							
350. Review/approve charge sale sheets							
351. Determine supply and equipment requisitioning priorities							
352. Establish supply policies and procedures							
353. Requisition supplies and equipment							
354. Establish procedures for accounting for lost, damaged, and destroyed property							
355. Prepare request for calibration of equipment							
356. Maintain ammunition stock status cards							

A-26

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	1	2	3	4	5	6	7
357. Plan/schedule self help building and grounds maintenance							
358. Determine the causes of logistical readiness deficiencies							
359. Plan for methods to correct logistical readiness deficiencies							
360. Prepare supply room records for inspection							
361. Account for/turn in expended brass and residues							
362. Determine disposition of supply records							
363. Plan/direct preparation of equipment and supplies for movement							
364. Exchange/turn in items to Central Issue Facility (CIF)							
365. Prepare clothing records							
366. Conduct a 10% supply inventory							
367. Purchase expendable items							
ADD ANY ADDITIONAL TASKS PERTAINING TO THIS CATEGORY							
THAT YOU PERFORM AND RATE THEM WITH THE SCALES							
368.							
369.							
370.							
371.							
372.							

Cycles

A-27

Task Statements	Part of your job?	Cycles 1	How often (Support)? 2	How often (Training)? 3	How often (Mission Support)? 4	Time to perform? 5	How hard to learn? 6	How much is combat? 7
373.								
374.								
375.								

A-28

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	1	2	3	4	5	6	7
SECTION VI: INSPECTION/TEST/EVALUATIONS							
376. Develop inspection checklist							
377. Inspect personnel for appearance							
379. Inspect barracks and unit area							
380. Review inspection reports/results (e.g., IG, COMET) and brief subordinate on inspection results							
381. Inspect hand receipts							
382. Inspect supplies/equipment for compliance with storage regulations							
383. Inspect basic loads for completeness and serviceability							
384. Inspect POL supply operations and records							
385. Inspect dining facility operations and food preparation							
386. Inspect mess financial records							
387. Inspect equipment for markings (unit codes)							
388. Inspect equipment/vehicle log books							
389. Inspect vehicle/equipment for user and operator maintenance							
390. Inspect trip tickets and dispatch records							
391. Inspect equipment operator qualification records							

Task Statements		Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
			Cycles 2 3 4			5 6 7		
392.	Inspect unit administration files							
393.	Inspect unit mail room							
394.	Inspect guards on post							
395.	Prepare for an IG inspection							
396.	Plan/organize for a IG inspection							
397.	Determine IG inspection requirements							
398.	Plan/conduct a formal command inspection							
399.	Plan/conduct an informal command inspection							
400.	Perform an initial inspection for new equipment							
401.	Perform an in-process inspection on equipment being repaired							
402.	Perform a final inspection upon completion of repaired equipment							
403.	Conduct spot check inspections							
404.	Prepare for/review a Command Maintenance Evaluation (COMET) Inspection							
405.	Request for/receive a Maintenance Assistance Instruction Team (MAIT) Inspection							

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
		Cycles					
	1	2	3	4	5	6	7
406. Prepare/submit inspection reports to higher HQs							
407. Plan/conduct Skill Qualification Test (SQT)							
408. Plan/administer an Expert Field Medical Badge (EFMB) Test							
409. Plan/administer an Expert Infantryman Badge (EIB) Test							
410. Plan/conduct an NBC proficiency test							
411. Plan/coordinate a gas chamber exercise							
412. Conduct a gas chamber exercise/evaluation							
413. Plan/organize a Physical Readiness Test (PRT)							
414. Conduct a Physical Readiness Test (PRT)							
415. Prepare/maintain PRT test cards							
416. Plan/prepare for an Emergency Deployment Readiness exercise							
417. Record/review SQT results							
418. Inspect unit area for fire hazards							
419. Inspect fire evacuation plans and emergency information							
420. Inspect the motor pool							
421. Inspect/evaluate unit training							
ADD ANY ADDITIONAL TASKS TO THIS CATEGORY							
THAT YOU PERFORM AND RATE THEM WITH THE SCALES.							

A-31

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	1	Cycles 2	3	4	5	6	7
422.							
423.							
424.							
425.							
426.							
427.							
428.							
429.							

A-32

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
			Cycles				
	1	2	3	4	5	6	7
SECTION VII: TASKINGS SUPPORT/DETAILS							
430. Schedule/provide personnel for headcount detail (mess hall)							
431. Perform headcount detail (mess hall) .							
432. Coordinate/organize personnel and equipment for range detail							
433. Organize personnel and equipment for NCOA support							
434. Organize personnel and equipment for commissary detail							
435. Perform commissary detail							
436. Plan/organize support requirement to CDEC							
437. Perform unit police call (trash)							
438. Organize/coordinate personnel and equipment for post guard							
439. Perform post guard							
440. Perform post clean-up detail							
441. Plan/organize barracks cleaning							
442. Perform barracks cleaning							
443. Plan/organize reveille and retreat flag details							
444. Perform/conduct reveille and retreat flag details							

A-33

Task Statements	Part of your job?	Cycles How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
445. Instruct personnel on guard methods and duties							
446. Perform courtesy guard patrol							
447. Plan/conduct guard mount							
448. Plan/organize funeral details							
449. Perform funeral details							
450. Prepare research surveys/questionnaires							
451. Coordinate special projects (surveys, questionnaires)							
452. Coordinate/organize for unit/Battalion details							
ADD ANY ADDITIONAL TASK TO THIS CATEGORY							
THAT YOU PERFORM AND RATE THEM WITH THE SCALES.							
453.							
454.							
455.							
456.							
457.							
458.							
459.							
460.							

A-34

Task Statements		Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
				Cycles				
		1	2	3	4	5	6	7
	SECTION VIII: SCHOOLS							
461.	Plan/organize a unit schools program							
462.	Prepare/conduct officer professional development classes							
463.	Prepare/conduct NCO professional development classes							
464.	Recommend/select personnel for military schools							
465.	Review/approve request to attend on duty schools (civilian or military)							
466.	Request for school quarters/allocation quotas							
467.	Develop an order of merit/standing list for selection of personnel to attend schools							
468.	Request educational counselor to brief unit personnel on educational opportunities							
469.	Schedule unit schools/classes							
470.	Conduct selection boards to determine best qualified personnel to attend schools							
471.	Supervise/monitor the general education development activities							
472.	Counsel personnel on educational needs							

A-35

Task Statements	Part of your job?	Cycles						How much is combat?
		1	2	3	4	5	6	7
		How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?	

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
473. Prepare justification documents for failure to utilize all assigned school quotas							
474. Attend school graduation ceremonies							
475. Conduct progress checks on personnel attending school							
ADD ANY ADDITIONAL TASK TO THIS CATEGORY THAT YOU PERFORM AND RATE THEM WITH THE SCALES.							
476.							
477.							
478.							
479.							
480.							
481.							
482.							
483.							

A-36

Task Statements		Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
		1	**2**	**3**	**4**	**5**	**6**	**7**
					Cycles			
	SECTION IX: MAINTENANCE							
484.	Plan/establish maintenance policies and procedures							
485.	Evaluate the effectiveness of the maintenance program							
486.	Perform operator maintenance on equipment/vehicles							
487.	Plan Preventive Maintenance (PM) activities							
488.	Apply Preventive Maintenance Indicators (PMI) checklist							
489.	Determine/provide status of vehicles and equipment							
	to supervisors							
490.	Prepare/make entries in vehicle log book							
491.	Perform a Technical Inspection (TI) on vehicle/							
	equipment/weapons							
492.	Prepare a trip ticket or dispatch form							
493.	Establish procedures for dispatch of vehicle/equipment							
494.	Select/assign drivers to vehicles							
495.	Plan/conduct drivers safety classes							
496.	Dispatch vehicles/equipment							
497.	Select/schedule potential drivers for Defensive							
	Driving Course (DDC)							

A-37

	Cycles						
Task Statements	1	2	3	4	5	6	7
	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
498. Conduct driver's training classes							
499. Prepare work order for turn-in of vehicles/ equipment for repairs							
500. Prepare maintenance schedule for equipment							
501. Prepare requisition for repair parts/equipment							
502. Establish storage/distribution procedures for repair parts/maintenance supplies							
503. Prepare/maintain Prescribed Load List (PLL) Reports							
504. Develop/update vehicle loading plans							
505. Establish maintenance priorities							
506. Prepare/submit a quality deficiency report							
507. Plan/conduct motor stables							
508. Plan/conduct an 8-hour stand down maintenance program							
509. Establish a maintenance training program							
510. Schedule/allocate time for performance of required maintenance							
511. Direct maintenance activities							
512. Perform before/during/after operation checks and service on vehicles/equipment							

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
			Cycles				
	1	2	3	4	5	6	7
513. Direct vehicle/equipment operator training and licensing							
514. Prepare/review material readiness reports							
515. Maintain unit PLL							
516. Replace defective/worn out parts on equipment/vehicles							
517. Paint vehicles and equipment							
518. Establish controls for dispatch of vehicles							
519. Prepare calibration request form							
520. Plan/establish vehicle security measures							
521. Develop/implement a driver incentive awards program							
ADD ANY ADDITIONAL TASKS TO THIS CATEGORY							
THAT YOU PERFORM AND RATE THEM WITH THE SCALES							
522.							
523.							
524.							
525.							
526.							
527.							
528.							
529.							

A-39

Task Statements		Cycles						
	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?	
	1	2	3	4	5	6	7	
SECTION X: TRAINING - TECHNICAL								
530. Develop a Physical Readiness Training Program								
531. Conduct Physical Readiness Training Program								
532. Conduct remedial physical readiness training								
533. Plan/organize for drill and ceremonies								
534. Conduct drill and ceremonies								
535. Plan/conduct a training program for guidon bearers								
536. Plan/organize School of Soldier session								
537. Conduct School of Soldier session								
538. Plan/organize section/squad/platoon/unit competition								
539. Conduct section/squad/platoon/unit competition								
540. Plan/conduct individual/crew served weapons training								
541. Request/coordinate medical personnel for field/range training								
542. Instruct personnel on procedures for operating a firing range								
543. Determine training requirements								
544. Plan for/provide input for Battalion training meeting								

A-40

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	1	2	3	4	5	6	7
545. Conduct a mission analysis							
546. Extract "stated" and implied training missions							
from documents							
547. Determine current status of collective training skills							
548. Conduct a performance problem analysis							
549. Select collective/individual missions for training							
550. Identify/select individuals and leader tasks that							
support a mission							
551. Prioritize missions/tasks selected for training							
552. Determine/select resources to support training							
553. Allocate resources							
554. Prepare a short range forecast/plan							
555. Plan/conduct multiechelon training							
556. Prepare a unit training schedule							
557. Issue training guidance							
558. Plan/conduct a training meeting (unit leaders)							
559. Prepare/develop training objectives							
560. Prepare a lesson plan							

Cycles

A-41

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
			Cycles				
	1	2	3	4	5	6	7
561. Conduct individual/collective training and provide feedback							
562. Evaluate individual/collective training							
563. Conduct quality control checks							
564. Develop scenario for training exercises							
565. Prepare (written) training and evaluation plans (T & Es)							
566. Select tasks for training during unscheduled time							
567. Conduct a platoon training meeting (platoon leaders)							
568. Conduct a performance critique							
569. Maintain unit training records							
570. Establish a rehearsal schedule for instructors							
571. Conduct training rehearsals							
572. Plan/conduct an SQT preparation training program							
573. Prepare/maintain job book							
574. Inspect job book							
575. Administer performance test							
576. Evaluate subordinate leaders							
577. Plan/conduct adventure training							

A-42

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	1	2	3	4	5	6	7
578. Plan/conduct an ARTEP							
579. Evaluate ARTEPs							
580. Prepare for an ARTEP evaluation							
581. Develop/conduct on-the-job training program							
582. Plan/conduct Field Training Exercises (FTXs)							
583. Plan/insure that administration training support							
is completed							
584. Prepare training test							
585. Prepare/maintain Training Visitors Folder							
586. Plan/conduct concurrent training session							
587. Plan/conduct intelligence training							
588. Operate audio visual equipment for a training session							
589. Prepare/develop slides, charts for training							
590. Conduct training for guards							
591. Plan/conduct nuclear duty training							
ADD ANY ADDITIONAL TASKS TO THIS CATEGORY							
THAT YOU PERFORM AND RATE THEM WITH THE SCALES.							
591.							

Cycles

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
			Cycles				
	1	2	3	4	5	6	7
592.							
593.							
594.							
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596.							
597.							
598.							
599.							

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	1	2	3	4	5	6	7
SECTION XI: PERSONAL KNOWLEDGE/REQUIRED TRAINING							
600. Plan/organize civil disturbance training							
601. Conduct/evaluate civil disturbance training							
602. Plan/organize Geneva/Hague Convention training							
603. Conduct/evaluate Geneva/Hague Convention training							
604. Plan/organize a Benefits of an Honorable Discharge training session							
605. Conduct/evaluate a Benefits of an Honorable Discharge class							
606. Plan/organize SERE training							
607. Conduct/evaluate SERE training							
608. Plan/organize Code of Conduct training							
609. Conduct/evaluate Code of Conduct training							
610. Plan/organize a Privacy Act training program							
611. Conduct/evaluate Privacy Act training							
612. Plan/organize SAEDA training							
613. Conduct/evaluate SAEDA training							
614. Plan/organize a military justice training session							
615. Conduct/evaluate military justice training							

A-45

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
	1	2	3	4	5	6	7
			Cycles				
616. Plan/organize Equal Opportunity/Race Relations (EO/RR) program							
617. Conduct/evaluate Equal Opportunity/Race Relations (EO/RR) training							
618. Plan/organize an Alcohol and Drug Abuse Program (ADAP)							
619. Conduct/evaluate Alcohol and Drug Abuse Program (ADAP)							
620. Plan/organize Standards of Conduct training							
621. Conduct/evaluate Standards of Conduct training							
622. Plan/organize OPSEC program							
623. Conduct/evaluate OPSEC training							
624. Plan/organize intelligence training program							
625. Conduct/evaluate intelligence program							
626. Plan/organize water survival/drown proofing training							
627. Conduct/evaluate water survival and drown proofing training							
628. Plan/organize field sanitation teams							
629. Conduct/evaluate field sanitation team training							
630. Plan/organize NBC teams							
631. Conduct/evaluate NBC team training							

A-46

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
		Cycles					
	1	2	3	4	5	6	7
632. Plan/organize SIGSEC training							
633. Conduct/evaluate SIGSEC training							
634. Plan/organize OPFOR training program							
635. Conduct/evaluate OPFOR training							
636. Plan/organize foot marches							
637. Conduct/evaluate foot marches							
638. Plan/conduct amphibious training							
639. Plan/conduct small arms air defense training							
640. Plan/conduct deployment training							
641. Plan/conduct assault drills							
642. Plan/conduct aircraft recognition training							
643. Plan/conduct antiarmor defense training							
644. Plan/conduct marksmanship training							
ADD ANY ADDITIONAL TASKS TO THIS CATEGORY							
THAT YOU PERFORM AND RATE THEM WITH THE SCALES.							
645.							
646.							
647.							

A-47

Task Statements	Part of your job?	How often (Support)?	How often (Training)?	How often (Mission Support)?	Time to perform?	How hard to learn?	How much is combat?
		Cycles 1 2 3 4 5 6 7					
648.							
649.							
650.							
652.							

A-48

APPENDIX B

ADAPTIVE PROCESSES - DEFINITIONS AND CRITERIA

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PROCESS	DEFINITION	EVALUATION CRITERIA
Sensing	The act of acquiring information from or concerning any environment of the organization.	1. Accurate detection of all available information. 2. Correct interpretation of all detected information, to include appropriate weighting of its importance. 3. Accurate discrimination between relevant and irrelevant information. 4. Attempts to obtain information are relevant to mission, task, or problem. 5. Sensing activities are timely in relation to information requirements and the tactical situation.
Communicating Information	Those activities through which information which has been sensed by some representative of the organization is made available to those who must act on it or make decisions about it.	1. Accuracy of transmission of available information. 2. Sufficiently complete to transmit full and adequate understanding to the receiver. 3. Timeliness appropriate to unit requirements. 4. Correct choice of recipients. 5. Whether message should have been communicated

* Quoted from Olmstead et al. (1978)

Decision Making	Deliberative activities of one or more persons leading to a conclusion that some action will, or should, be taken by the organization. Usually evidenced by the initial communication of the decision by the decision maker. The communication may take the forms of announcement of the decision, a command, an order, or instructions. Decisions may lead to Active Sensing, Formal Sensing Actions, Stabilizing Actions. Coping Actions, or Feedback Actions. Decision making includes decisions to rescind decisions. Decision making is not limited to commanders, it may include all unit members.	1. Adequacy - Was the decision adequately correct in view of circumstances and information available to the decision maker. 2. Appropriateness - Was the decision timely in view of the information available to the decision maker? 3. Completeness - Did the decision take into account all of or most contingencies, alternatives, and possibilities?
Stabilizing	Actions intended to adjust internal operations, maintain internal stability or unit integrity, or prevent disruptions and negative side effects, as a consequence of coping actions. All actions intended to prevent potential negative effects to the organization which might occur because of Coping Actions.	1. Adequacy - Action is correct in view of the operational situation and the decision or order from which the action derived. 2. Appropriateness - Timing is appropriate in view of situation and the decision or order from which it derived. Choice of recipient of the action is appropriate. 3. Completeness - Action fully implements the decision from which it derived or fully meets the requirements of the situation.

Communicating Implementation	Those activities which decisions and requirements resulting from decisions are communicated to those individuals or units who must implement the decisions. Includes (1) transmission of orders or instructions and (2) "discussion and interpretation"- those communications through which clarification is achieved and implications for action are discussed. Includes all communication links between decision maker and final implementer of decision.	1. Accuracy of transmission of instructions. 2. Sufficient completeness to transmit adequate and full understanding of actions required. 3. Timely transmission in view of both available information and the action requirements of participants. 4. Transmission to appropriate recipients. 5. Whether message should have been communicated.
Coping Actions	The process of executing actions against target environments. Primarily concerned with execution and with how actions are carried out.	1. Correctness of action in view of both the operational circumstances and the decision or order from which the action derives. 2. Timeliness of the action in view of both operational circumstances and the decision or order from which the action derives. 3. Correctness of choice of target of the action. 4. Adequacy of execution of action.

Feedback	Activities that assist the organization to evaluate the effectiveness of its actions and that provide information upon which adjustment and future actions can be based.	1. Correctness of the action in view of both the operational circumstances and the decision or order from which the action derives.
		2. Timeliness of the action in view of both the operational circumstances and the decision order from which the action derives.
		3. Correctness of choice of target of the action.
		4. Adequacy of execution of the action.

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